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ABSTRACT

The manual focuses on the development of a school-level home/school information system to improve communication and understanding of special education programs. A step-by-step plan for developing such a system is addressed in terms of five major topics (sample subtopics in parentheses): basic information gathering (surveys and needs assessment), developing community awareness (news releases, local community contacts), recruiting parent/teacher teams (sample memos to aid in recruiting), training the parent/teacher teams (agenda of 3-day session, training methods, evaluation and feedback), and post training support of parent/teacher teams (followup with principals and teams, local schools' parent surveys). Appendixes contain results of a 1981 parent survey, public relations information, a listing of organizations serving handicapped youth, a bibliography, and a home/school information specialist job description. (CL)

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A RESOURCE MANUAL FOR THE DEVELOPMENT AND EVALUATION OF SPECIAL PROGRAMS FOR EXCEPTIONAL STUDENTS

VOLUME IV-C

A Training Manual For The Development of a Home/School Information System

State of Florida
Department of Education
Tallahassee, Florida
Ralph D. Turlington, Commissioner
Affirmative action/equal opportunity employer

EC162417

June 1983

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FLORIDA DEPARTMENT OF EDUCATION
DIVISION OF PUBLIC SCHOOLS
BUREAU OF EDUCATION FOR EXCEPTIONAL STUDENTS

Florida Department of Education Publications in Exceptional Student Education

The following is a list of publications developed by the Bureau of Education for Exceptional Students to assist local school systems in the provision of special programs for exceptional students. For additional information, please contact:

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RESOURCE MANUALS

Laws and Rules

___ Volume I-B: Florida Statutes and State Board of Education Rules: Excerpts for Programs for Exceptional Students, 1982.

___ Volume I-C: Federal Laws and Regulations Pertaining to the Education of Exceptional Students - P.L. 94-142, Sec. 504, and P.L. 89-313, 1982.

___ Volume I-E: Florida Statutes and State Board of Education Rules: Florida School for the Deaf and the Blind - Florida Department of Health and Rehabilitative Services, 1980.

Program Manuals

___ Volume II-A: Visually Impaired

___ Volume II-B: Mentally Handicapped, 1982.

___ Volume II-C: Speech and Language Impaired, 1979.

___ Volume II-D: Hearing Impaired: Deaf and Hard of Hearing

___ Volume II-E: Emotionally Handicapped, 1981.

___ Volume II-F: Specific Learning Disabilities, 1980.

___ Volume II-G: Gifted, 1980.

___ Volume II-H: Homebound/Hospitalized, 1980.

___ Volume II-I: Physically Impaired, 1977.

___ Volume II-J: Occupational and Physical Therapy, 1982.

___ Volume II-K: Deaf-Blind, 1982.

(continued on inside back cover)

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PREFACE

The purpose of this manual is to assist in:

1. the development of a school-level Home/School Information System to improve communication and understanding of Exceptional Student Education programs

2. the selection and acquisition of resources for parents and teachers

3. the training of Parent/Teacher teams in each of your schools.

TABLE OF CONTENTS

Introduction vii
How To Use This Manual ix
List of Sample Items xi

[redacted] - Basic Gathering of Information 1
--Surveys and Needs Assessments Used 3
--Sample Letters 7
PART II - A Method for Developing Community Awareness 11
--Parent/Teacher Fair 13
--Local Community Contacts 13
--News Releases 15
--Flyers 17
--Agencies - Finding and Contacting 19
--Letters 21
--Overview of National Resources 23
--Parent/Teacher Resource Manual Content 29
[redacted] - Recruiting the Parent/Teacher Teams 31
--Recruiting 33
--Announcements of the Project 35
--Sample Memos to Aid in Recruitment 37
--Opportunities for Input From the Principals 39
--Surveys and Needs Assessments Used to Assist in the Recruiting 41
--Confirmation Letters 53
PART IV - Training the Parent/Teacher Teams 55
--Overview of the Three Days 57
--Trainer's Checklist of Steps Needed to Set-up Training.. 59
--Agendas of the Training Days 63
--Methods of Training the Teams 67
--Materials Developed and Distributed as Part of the Training - The Tool Kits 77
--Techniques for Planning Projects 95
--Evaluation and Feedback 103
[redacted] - Post Training Support of the Parent/Teacher Teams 105
--Follow-up with the Principals and the Teams 107
--Congratulatory Letters for Principals and the Team Member 109
--Feedback Request Concerning Further Training 113
--Team Announcements 115
--Local Schools' Parent Surveys 117
PART VI - Project Summary 121

Appendix A - Project Survey Results 129
Appendix B - Public Education/Public Relations 149
Appendix C - Agencies and Organizations Serving Handicapped Youth 151
Appendix D - Bibliography 153
Appendix E - Job Description 155

INTRODUCTION

This project is based on the belief that increased understanding is made possible by a trained parent and teacher team in every public school in the district. These teams serve as resource people to their fellow parents and teachers. Their primary function is to develop a school-level Home/School Information System.

Home/School interaction is vital because:

1. Parents provide home support to the school's program.
2. Students' education involves parent participation.
3. School efficiency depends on home support.
4. Students benefit from a unitary home/school program.
5. Parents and teachers have needs that can be addressed by the school system.
6. Teacher/parent teams in each school can be facilitators of public information.

We hope to increase:

1. Awareness of parent/teacher/school interaction in the education of students.
2. Various skills involved in group interaction.
3. Awareness of parent/teacher roles and responsibilities in planning educational goals.
4. Awareness of various laws applying to exceptional education.
5. Use of techniques to create positive public awareness.
6. Planning skills for designing a home/school program to meet selected goals.

To do this we all need to be able to:

1. Identify the elements of the school program -
    a) define the types of exceptionalities
    b) distinguish between the types of exceptional student programs
    c) use the above knowledge to plan an informational program for home/school interaction.
2. State the nature of the school's role in educating an exceptional student -
    a) describe personal expectations
    b) set positive/possible goals.
3. Describe the role of the home in the school program -
    a) describe personal expectations
    b) discuss home input to the school effort.

4. Combine techniques to generate positive information exchange -
    a) identify the elements of communication
    b) explain the elements of productive exchange
    c) demonstrate types of verbal and non-verbal behavior
    d) select styles that improve information sharing.
5. Consider the quality of home/school interactions -
    a) attend to present behavior
    b) select more obvious downfalls of communication
    c) propose changes necessary to correct deficits.
6. Explore the laws as they apply to setting educational expectations -
    a) outline local, state and federal laws for education
    b) convert this knowledge to assisting individual students.
7. Categorize the relationship of local, state and federal laws -
    a) select areas needing further understanding
    b) restate the laws in one's own terms
    c) show the relation of the laws in program design
    d) illustrate the educational outcome of implementing the laws.
8. Appraise team needs -
    a) create a wish list of needs for home and school
    b) select a single need to be addressed
    c) select necessary materials.
9. Identify the responsibilities of each team member -
    a) choose a plan for team effort
    b) present a timeline required to perform the team plan
    c) meet the timeline to complete the team plan.

HOW TO USE THIS MANUAL

The manual is designed to be an interaction between writer and reader. It is written in a step-by-step manner. Our hope is that you can start at the beginning and, by following the steps we took, arrive at a final product/project. How similar it is to sample items in the manual will be strictly up to you.

For example, each part of the manual may be used to deal with the question and/or tasks listed below by section:

Part I - Basic Gathering of Information
- What do you need to do?
- What do people want?
- Where are the problems?

Part II - A Method for Developing Community Awareness
- What information do you need?
- How will you share it?
- What to ask for?
- How to make yourself known?
- How to put it together?

Part III - Recruiting the Parent/Teacher Teams
- How do you attract volunteers?
- Who has input into the team selections and their training?
- How is the final selection made?
- How are the selected members notified?

Part IV - Training the Parent/Teacher Teams
- What materials and information will the teams receive?
- What is the content of the training?
- How will each team decide what to choose as their school project/plan?

Part V - Post-training Support of the Parent/Teacher Teams
- What affirmation is offered at the district level?
- What further training is available?
- How will the teams make themselves known in their schools?

A single part of the manual may be used to do only one element of the total project. You may only want to gather information, or, you may already have interested parents and teachers. You could use the training section to increase their skills and awarenesses.

There is a User's Guide Page which is labeled and always appears on the left side of the manual. It gives the working details of the page to its right.

LIST OF SAMPLE ITEMS

TITLE PAGE

PART I -

Parent Survey (front) 3
Parent Survey (back) 5
Parent Letter (Response to Survey) 7
Needs Assessment (teacher's) 9

PART II -

Sample News Release 15
Activity Flyer for Home/School Publicity 17
Confirmation Letter (Parent/Teacher Fair) 19
Activity Flyer Follow-up 21
Sample Letters:
    National Request 23
    Response (National) 24
    Specific Request 25
    Response (Specific) 26
    Inquiry 27
Parent/Teacher Resource Manual Table of Contents 29

PART III -

General Project Announcement 35
Flyer for Public Display 37
Principal's Memo 39
Home/School Information Project Survey -
    Recruitment Instrument (front) 41
Home/School Information Project Survey
    Recruitment Instrument (back) 43
Parent Recruitment Flyer 45
Parent Nomination Form (for principals) 47
Follow-up Flyer to Principals 49
Private School Contact (letter) 51
Confirmation Letter (for team members) 53

PART IV -

Trainer's Checklist 59
Agenda - Day 1 Training 63
Training Participant Profile 65
Brainstorming 67
Mirror Model of Parental Involvement 69
Daily Evaluation Form (of training) 71
Agenda - Day 2 Training 75
Team Tool Kits 77
Book I - Educating Florida's Exceptional Students 79
Book II - The Individual Educational Program 81
Book III - Rights and Responsibilities 83
Book IV - Resources and References 85
Book V - Parents' Educational Records 87
Agenda - Day 3 Training 91
Creating A Wish List 93
Salesmanship 95
Tips for Dealing With Aggression 97
Proposed Local School Plan (form) 99
Local School Plan Timeline (form) 101

Feedback Form (for 3 days of training) 103

PART V -

Post Training Memorandum 107
Superintendent's Letter to Principals 109
Superintendent's Letter to Team Members 111
Final Meeting Memorandum (seeking feedback) 113
Sample Announcements and Needs Surveys (created by local school teams) 115
"The Team" Has Arrived 116
Attention (from a school newsletter) ....
Special Education Questionnaire (front) 117
Special Education Questionnaire (back) 118
Parent Letter (cover for needs assessment) 119
Parent Questionnaire 120

11

PART I

BASIC GATHERING OF INFORMATION

What do you intend to do?
What do people want?
Where are the problems?

- Project introduction
- Surveys and needs assessments used
- Sample letters

USER'S GUIDE PAGE

PARENT SURVEY
side 1

1.	PURPOSE:	This survey was used to determine parents' needs and perceptions.
2.	DISTRIBUTION:	This survey went to every parent of every student in an Exceptional Student Education program.
3.	USE:	The results of the survey were compiled and given to all involved school parties. The training of the teams included the needs highlighted by the survey.
4.	ALTERNATIVES:	In order to increase the number of responses, a bulk rate mailing might have been more efficient. Interview or phone calls to a random sampling would be an alternative format.
5.	TIPS:	When considering a mailing, the parents would need to decide how they would return the survey. Interviews and phone calls may not elicit self-disclosing responses possible on an anonymous survey form.
6.	APPENDIX REF:	Survey response data is in the Appendix, p. 129.

PARENT SURVEY
side 1

ATTENTION **PARENT SURVEY** **PLEASE RESPOND**

The Exceptional Student Education Program of (County Name) and the (Organization Name) would like to ask you some questions. We want to know what you, as a parent, feel you need from us. Special Children have special needs. Their families have special needs, too. Remember, help may come from many places besides the schools. Please give us your ideas.

Please check (√) your answer.

Do you Need:	Yes	No	I Have This Already
1.) Ways to help my child with the schoolwork he brings home			
2.) Things to do at home to help my child learn more			
3.) Ways for brothers and sisters to help the special child			
4.) A chance to talk to someone about family problems			
5.) A chance to talk to other parents of special children			
6.) Ideas about other places to get help for my child			
7.) Ideas about safe places for my child to go to have fun			
8.) Help with getting to meetings			
9.) Ideas for me when my child is getting into trouble			
10.) Someone to tell me about the tests my child has taken			
11.) Ways to make safe playthings for very little money			
12.) Ideas about what my child can do for a job after he finishes school			
13.) Ways to tell my child what makes him different			
14.) Ways to get extra help with glasses, clothes, food, braces, teeth and other things I need for my child			
15.) Ideas about what to do for my child in the summer			
16.) Names of parent groups I can join			
17.) Ideas about what I need to be sure is on my child's Individual Educational Plan (I.E.P.)			
18.) Ideas on what to say to my child about sex and growing up			

How old is your child? ______________________________

Please check (✓) the special programs that serve your child:

______visually handicapped/blind
______speech impaired
______language impaired
______hearing impaired/deaf
______emotionally handicapped
______learning disabled
______profoundly mentally handicapped
______trainable mentally handicapped
______educable mentally handicapped
______hospital/homebound
______gifted
______physically impaired

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USER'S GUIDE PAGE

PARENT SURVEY
side 2

1. PURPOSE: This side of the survey was to elicit more personal data.

2. DISTRIBUTION: This also went to every parent of every student in an Exceptional Student Education Program.

3. USE: The survey prompted many written responses. Issues and concerns were considered in the training design. We also ordered helping-at-home types of materials as requested by parents.

4. ALTERNATIVES: What changes would you make in this survey?

____

____

______________________________________.

5. TIPS: A few respondents used the survey to make personal pleas for help. The written comments or stated needs received an individual response from the appropriate person (i.e. social worker, school nurse, program administrator).

6. APPENDIX REF: Survey data is in the Appendix, p. 131.

PARENT SURVEY
side 2

Have you visited your child's classroom? ____________________

Please check (✓) other places that have given you services/help:

- ______ (Local residential handicapped child care facility)
- ______ Mental Health Center
- ______ Easter Seal
- ______ United Cerebral Palsy
- ______ Vocational Rehabilitation/V.R.
- ______ H.R.S. (Health and Rehabilitative Services)
- ______ Division of Blind Services
- ______ (Sheltered Workshop)
- ______ Churches or synagogue
- ______ Juvenile Court
- ______ YMCA
- ______ Boy Scouts and Girl Scouts
- ______ (Local) Community College/(local) Parent Resource Center
- ______ Public Health Clinic/Health Department
- ______ private tutoring
- ______ Epilepsy Foundation
- ______ Association for Retarded Citizens
- ______ Association for Children with Learning Disabilities
- ______ Legal Aid Societies
- ______ Parents of the Gifted Organization
- ______ Other ____________________
- ______ Other ____________________

Do you have any questions you feel we left off this survey? ____________________

Do you have any comments or suggestions for the schools? ____________________

Do you want anything for your child that you do not get and feel you need very much? (Sometimes, parents are not aware of various organizations or agencies that may provide help that their child may need).

Please return this to your child's special education teacher or send to:

(Program Director)
(Address)
(Telephone Number)

Any other comments? ____________________

If you want us to call you to answer any questions or be of any service to you, please give your name, address, and phone number. When is the best time to call? ____________________

Name: ____________________

Address: ____________________

Phone: ____________________

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USER'S GUIDE PAGE

PARENT LETTER

1.	PURPOSE:	Individual responses were a courtesy. Please see the body of the letter for further detail.
2.	DISTRIBUTION:	This letter was mailed to all parents giving an address on the survey.
3.	USE:	This continued the awareness/communication function of the survey.
4.	ALTERNATIVES:	Some parents received phone calls. A general newsletter reporting on the survey is an option.
5.	TIPS:	The survey opened communication options for some parents who had not been responsive before this opportunity.

PARENT LETTER

(Date)

(Parent Name)
(Address)
(City, State, Zip)

Dear (Name) :

Thank you so much for your response to the Parent Survey. The Exceptional Student Education program and (Organization Name) will use the information to better serve you as parents.

Some of you did not list a specific question and/or response you wanted dealt with. Please feel free to call me if there is something you would like to discuss. (Contact persons' Name, Title, Address and Telephone Number.)

Others of you did state a concern or question and I have written a response on the bottom of this letter. Please call me if you need further details.

Thank you again,

(Closing)

(Name)
(Title)

(Reference Initials)

USER'S GUIDE PAGE

TEACHER'S NEEDS ASSESSMENT

1. PURPOSE:	This survey was used to determine teachers' needs and perceptions.
2. DISTRIBUTION:	The survey went out in the newsletter of the local teachers' professional association. The association was a helpful partner in collecting data. Their newsletter reached all teachers.
3. USE:	The training and materials design took the needs assessment results into consideration.
4. ALTERNATIVES:	A random sampling by interview or phone call could also be a way to gather data.
5. TIPS:	This is also an awareness opportunity. Ask the school level representatives of the teachers' association to encourage their teachers to complete and return the form.
6. APPENDIX REF:	Response data is in the Appendix, p. 133.

NEEDS ASSESSMENT

The Exceptional Student Education Program of (DISTRICT NAME) hopes to plan classes, inservice programs, guest speakers, and various other opportunities for teachers to receive and share information concerning exceptional students in our schools. Below is listed a range of offerings. Please check any that you would find useful.

____ Characteristics of Exceptional Students
____ List of County E.S.E. personnel
____ Classes in an Overview of Exceptional Education
____ Who Attends the I.E.P.?
____ Who Helps the Child Within the School?
____ Lists of "To Do" Activities for Regular Teachers
____ Procedures to Change or Update the I.E.P.
____ Responsibilities of Regular Teachers to Exceptional Education Students
____ Early Warning Signs of Possible Problems
____ List of Supportive Services Available / County
____ Lists of Suggested Adaptations or Interventions
____ Staffing Procedures and/or Policies
____ Conferencing Skills
____ Dates of Conferences or Speakers
____ Lists of Other Agencies - Functions & Phone Numbers
____ Opportunities to Share "Success Stories" about Exceptional Students

Please check one:

____ Regular Education Teacher
____ Exceptional Education Teacher
____ Other: ____________

Please list other ideas or suggestions:

____

____

Please fill this out and return to your (Organization Representative) or send it directly to (Contact Person Name and Address).

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PART II

A METHOD FOR DEVELOPING COMMUNITY AWARENESS

What information do you need?
How will you share it?
What to ask for?
How to make yourself known?
How to put it together?

- Parent/Teacher Fair
- Local community contacts
- News releases
- Flyers
- Agencies - finding and contacting
- Letters
- Overview of national resources
- Parent/Teacher Resource Manual content

USER'S GUIDE PAGE

PARENT/TEACHER FAIR

1. ACTIVITY: This was a gathering that presented the many types of services available to Exceptional Students.

2. PURPOSE: Persons that attended had hands-on/experiential opportunities to take part in exceptional learning experiences.

3. DETAILS: Tables were set-up in the round and participants walked from section to section at their own rate. There were simulations of various handicapping conditions.

4. SUGGESTIONS: Have hand-outs, flyers, brochures and other printed matter for the public to take with them. Have child care services provided in the building. Making a video tape of the event provides another means for offering awareness opportunities.

   Have personnel available to answer questions. Take names and addresses of persons whose questions need further research.

   Have people survey those in attendance as to their opinion of the event.

PARENT/TEACHER FAIR

An important part of the project was a thorough overview of what resources already existed within the community. This led to the question of making known what you have found.

An interesting event to put together is a Parent/Teacher Fair. This is a format to bring together many phases of the total services available.

Places to look for contacts:

a) Yellow Pages (Phone Directory)
b) Resource Directories
c) Churches and Synagogues
d) Agency listings
e) Newspapers
f) Local campuses of higher education (Colleges, Universities, etc.)
g) Recreational programs
h) Court systems

The gathering is another opportunity to increase awareness and involvement. It also gives a purpose to your exploring of community services.

While you are spreading the word within the system, let the community know what you are doing...Ask them what they have to offer your project. Ask what you can do for them.

USER'S GUIDE PAGE

SAMPLE NEWS RELEASE

1. PURPOSE: This is a sample of a news release. It was for distribution to all local media. It was the correct format to request media support.

2. DISTRIBUTION: It was mailed to the appropriate contacts as determined by the District Public Information Officer.

3. USE: This was another opportunity for community awareness.

4. ALTERNATIVES: Phone calls were not helpful unless followed-up by written information.

   Check with your school district on policy regarding news releases.

5. TIPS: Keep media information short and clear. Repeat the primary details - date, time and place.

   (DATE)
   (WHEN TO BE RELEASED)

NEWS RELEASE

What
When
What for
Including what
Where
Sponsors

When
What to expect
Information
Who to call
Repeat Where and When

(DATE)
FOR: Immediate Release

NEWS RELEASE

A PEOPLE TO PEOPLE FLEA MARKET EVENT WILL OCCUR ON (DATE). LEARN WHAT SERVICES ARE AVAILABLE FOR EXCEPTIONAL STUDENTS, HANDICAPPED PEOPLE AND OTHERS WITHIN (COUNTY AREAS). AGENCIES AND REPRESENTATIVES FROM MANY AREAS WILL HAVE INFORMATION INCLUDING PHYSICAL FITNESS, NUTRITION AND INDEPENDENT LIVING CENTERS.

COME TO (NAME OF SCHOOL AND ADDRESS) ON (DATE AND TIME), ABSOLUTELY FREE OF CHARGE. YOU WILL HAVE HANDS-ON PRACTICAL ACTIVITIES WITH FREE FLOW SO YOU CAN PARTICIPATE IN THOSE AREAS OF MOST INTEREST TO YOU.

CALL (CONTACT PERSON NAME AND NUMBER) FOR MORE INFORMATION. MARK THAT DATE - (DATE AND LOCATION) - TO LEARN MORE ABOUT COMMUNITY EDUCATION ACTIVITIES.

REMEMBER THE TIME - (TIME PERIOD)

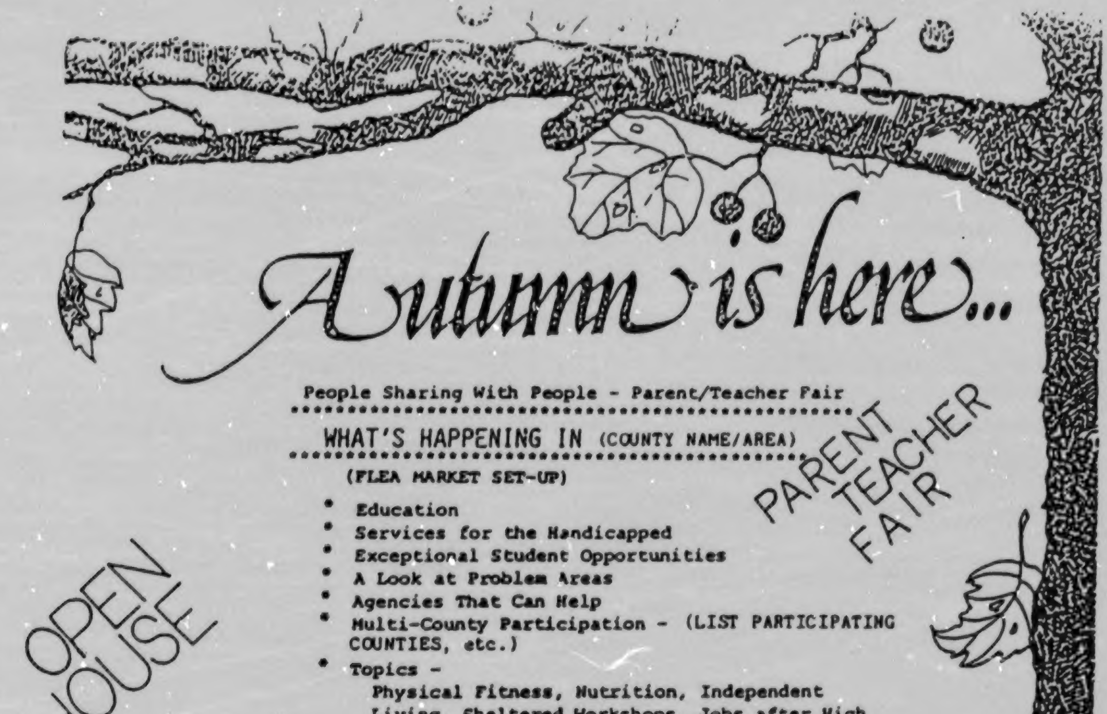
Sponsored by: (Sponsoring Organizations Names)
For more information locally, call (Contact Person Name and Number)

USER'S GUIDE PAGE

ACTIVITY FLYER FOR HOME/SCHOOL PUBLICITY

1. PURPOSE:	This was the flyer promoting the Parent/Teacher Fair.
2. DISTRIBUTION:	This flyer went home with every exceptional education student in the district.
3. USE:	This was another opportunity for community awareness.
4. ALTERNATIVES:	The newspapers also carried a brief promotional.
5. TIPS:	Use colored paper. Post these in locations within the community in order to continue public awareness. Let the people know what to expect in terms of format. This Fair was various tables that a person toured at his/her own pace. Emphasize the varied offerings.

ACTIVITY FLYER FOR HOME/SCHOOL PUBLICITY



Autumn is here...

People Sharing With People - Parent/Teacher Fair

****

WHAT'S HAPPENING IN (COUNTY NAME/AREA)

****

PARENT TEACHER FAIR

OPEN HOUSE

(FLEA MARKET SET-UP)

- Education
- Services for the Handicapped
- Exceptional Student Opportunities
- A Look at Problem Areas
- Agencies That Can Help
- Multi-County Participation - (LIST PARTICIPATING COUNTIES, etc.)
- Topics -
  Physical Fitness, Nutrition, Independent Living, Sheltered Workshops, Jobs after High School
- Activities, Films, People to Talk With

****

WHERE: (LOCATION, ADDRESS CITY, STATE)
(DIRECTIONS TO LOCATION)

****

WHEN: (DAY, DATE, AND TIME)

****

SPONSORS: (LIST THOSE COUNTY ORGANIZATIONS, OR SCHOOL ASSOCIATIONS ... WHOEVER SPONSORS MAY BE)

****

QUESTIONS: (CONTACT: LIST CONTACT PERSON NAME AND ADDRESS AND TELEPHONE NUMBER)

EVERYONE

WELCOME ....

USER'S GUIDE PAGE

CONFIRMATION LETTER

1. PURPOSE:	A confirmation letter was sent to each party participating in the Fair.
2. DISTRIBUTION:	These were mailed to the agencies taking part.
3. USE:	These clarified what was expected from both parties.
4. ALTERNATIVES:	A follow-up telephone call may be enough. You may not be sure you are talking directly with the person who is responsible for the agency's actual contribution to the event.
5. TIPS:	Putting details and expectations in writing is a clearer way to communicate. A phone call was the first means used to contact these individuals. This was a personal way to request their involvement.

CONFIRMATION LETTER

(DATE)

(NAME)
(ADDRESS)
(CITY, STATE, ZIP)

Dear (NAME) :

To confirm our telephone conversation of last week, the Family Department, Domestic Relations Commissioner, and Juvenile Arbitration will participate in the Parent/Teacher Fair at (LOCATION AND DATE).

I understand that we will provide a table and chairs for you and you will make your own display signs and bring your own literature.

We look forward to the opportunity of informing the parents and teachers of your function in (COUNTY NAME). See you there.

(SALUTATION)

(NAME)

(Reference Initials)

USER'S GUIDE PAGE

ACTIVITY FLYER FOLLOW-UP

1. PURPOSE: Some citizens called requesting clarification. They were given something in writing to share with others.

2. DISTRIBUTION: These were sent by mail.

3. USE: The individuals were interested in spreading the word within the community.

4. ALTERNATIVES: A phone call could share the information. The written response helps to increase the liklihood of accuracy as the information is passed along.

5. TIPS: This letter gave information for write-ups for local community newsletters.

ACTIVITY FLYER FOLLOW-UP

(DATE)

(NAME)
(ADDRESS)
(CITY, STATE, ZIP)

Re: Parent/Teacher Fair

Dear (NAME) :

There are tremendous resources available when people combine efforts. Autumn Is Here - This is a chance to see the wide range of opportunities for all people and especially for the handicapped, their parents and families, and their teachers. (See attached flyer.)

We are going to have to rely on ourselves more and more as the federal government withdraws from the financing of human service efforts. It will fall to the local community and the grassroots citizenry to help those in need.

Please come to an evening overview of "What's Happening In (COUNTY AREA)". Many agencies will be represented. There will be activities, films, hands-on materials, and much more.

This is a chance to meet many of the people giving direct services to the exceptional individuals in our area. Be prepared to ask questions or give input.

Thank you for your interest.

(CONTACT PERSON NAME)

(Reference Initials)

USER'S GUIDE PAGE

SAMPLE LETTERS
(pages 23 to 27)

1. PURPOSE: These letters shared and requested information from many sources.

2. DISTRIBUTION: These were mailed to the appropriate agencies.

3. USE: The information gathered was used to start a central resource file. The training materials included some of the items.

4. ALTERNATIVES: Collect newspaper and magazine articles. Keep track of television programs addressing topics of interest. Ask for donations of professional journals. Send for reprints of significant articles.

5. TIPS: Send for the "FREE INFORMATION" mentioned in the professional newsletters and journals. A self-addressed, stamped envelope can bring you a wealth of ideas and contacts. Get on mailing lists.

LIST OF LETTERS:
National Request - p. 23
Response - p. 24
Specific Request - p. 25
Response - p. 26
Inquiry(s) - p. 27

NATIONAL REQUEST LETTER

SEND TO A VARIETY OF GROUPS. REACH BEYOND STRICTLY EDUCATIONAL SOURCES.

(DATE)

(NAME/ORGANIZATION)
(ADDRESS)
(CITY, STATE, ZIP)

Dear (Name) :

The Exceptional Student Education Program of (COUNTY NAME) has acquired a school bus that has been turned into a Resource Bus, similar to a library on wheels. It visits (COUNTY NAME) schools on a regular schedule bringing information to parents, teachers and the general public. Some of the material is geared to home reading and may be checked out just as in the library.

We are interested in fliers or brochures giving information about your organization that you would like the general public to receive.

Please forward any materials to the above address, attention (CONTACT PERSON NAME), Exceptional Student Education Department.

If you have any questions, please feel free to call (AREA CODE and NUMBER).

We thank you for your participation.

(CLOSING)

(CONTACT PERSON NAME)

(Reference Initials)

RESPONSE LETTER

RESPOND. AGENCIES APPRECIATE A CHANCE TO GET THE WORD OUT ABOUT THEIR SERVICES.

(DATE)

(NAME/ORGANIZATION)
(ADDRESS)
(CITY, STATE, ZIP)

Dear (NAME) :

We have received the brochures you sent us, and we thank you very much for your interest. We will be happy to call on you for your assistance should the need arise.

At this time, we would like to request (NUMBER/ NAME OF MATERIALS DESIRED). Any new brochures that you may have in the future will be greatly appreciated also, and we will keep in touch.

Thank you again.

(CLOSING)

(CONTACT PERSON NAME)

(Reference Initials)

SPECIFIC REQUEST LETTER

ASK ABOUT SPECIFIC MATERIAL YOU FOUND VERY HELPFUL OR INFORMATIVE.

(DATE)

(NAME/ORGANIZATION)
(ADDRESS)
(CITY, STATE, ZIP)

Re: Home/School Information Services

Dear (NAME) :

Thank you for sending us the brochures/pamphlets. At this time, I would like to request (NUMBER OF MATERIALS DESIRED) of the following:

(LIST TITLE and AUTHOR)

This/These booklet(s) make an excellent contribution to our project.

Should there be any cost involved, including postage/handling, please feel free to contact (CONTACT PERSON NAME and NUMBER) so that we can make arrangements for proper billing.

Thank you once again,

(CLOSING)

(CONTACT PERSON NAME)

(Reference Initials)

RESPONSE LETTER (SPECIFIC)

SEND AFFIRMATION IN YOUR REQUEST. IF IT SOUNDS GOOD TO YOU, LET THEM KNOW.

(THINK IN TERMS OF DEVELOPING YOUR NEWSLETTER. THIS WOULD BE A GOOD INTRA-PROGRAM TOOL FOR COMMUNICATION.)

(DATE)

(NAME)
(ADDRESS)
(CITY, STATE, ZIP)

Dear (NAME) :

Yes, I am very interested in receiving a sample copy of the (NAME OF NEWSLETTER, ETC.).

Here in (COUNTY NAME), we have a new program, the Home/School Information Service, which focuses on communications, problem solving, use of resources, legislation and many other services as related to Exceptional Education. I feel your success with (NAME OF NEWSLETTER, ETC.) will be a fine sample for our trained teams.

Thank you for your attention to this request, and continued success.

(CLOSING)

(CONTACT PERSON NAME)

(Reference Initials)

INQUIRY LETTERS

WHAT ABOUT PROJECTS SIMILAR TO WHAT YOU ARE ATTEMPTING TO ACCOMPLISH? LOOK FOR WRITE-UPS AND MAKE CONTACT:

(DATE)

(NAME/ORGANIZATION)
(ADDRESS)
(CITY, STATE, ZIP)

Dear (NAME) :

I would like to receive further information about the (PROGRAM/PROJECT TITLE, etc.).

I would also like to request the (MATERIAL/BOOKLET) that I understand is available. If there is a fee involved, please feel free to contact me at the above address so that we can make arrangements for proper billing.

Thank you for your attention to this matter.

(CLOSING)

SOMETIMES YOU MAY SEE A NAME AND/OR AGENCY MENTIONED WITHOUT FURTHER DETAILS. WRITE AND ASK FOR WHAT YOU WANT TO KNOW:

(DATE)

(NAME/ORGANIZATION)
(ADDRESS)
(CITY, STATE, ZIP)

Dear (NAME) :

I would like to receive any information that you may have available on (NAME OR PRODUCT/ORGANIZATION, etc.). We have a new program within our school system whereas we provide as much information as possible to parents, teachers and the community who request such.

Any materials that you have will be appreciated. (Who, What, Where, How, Why, etc.)

Thank you for your attention to this request.

(CLOSING)

USER'S GUIDE PAGE

PARENT/TEACHER RESOURCE MANUAL
TABLE OF CONTENTS

1. PURPOSE: This is the Index of the manual produced by our outreach and survey taking.

2. DISTRIBUTION: The manual was given to each team member.

3. USE: This was a compilation of the information collected during the community overview. This was used as a primary tool in the Tool Kit.

4. ALTERNATIVES: This information could be broken apart and given as separate units.

   Keeping track of separate units can be difficult.

5. TIPS: Keep the manual expandable. Ask people to look it over and make suggestions. Keep it interesting. A good Resource Manual should be in simple language, have brief entries, and cover the whole range of age and exceptionalities.

   Use a loose leaf binder format so that pages can be taken out and copied.

PARENT/TEACHER RESOURCE MANUAL

TABLE OF CONTENTS

PAGE

Major Requirements of PL 94-142 i
Due Process - I.E.P.'s ii
(COUNTY NAME) School Board Members 1
(COUNTY NAME) Public School System 2
    a) Specific Learning Disabilities (SLD) Program 2
    b) Emotionally Handicapped Program 2
    c) Mentally Handicapped Program 2
    d) Physically Handicapped Program 3
    e) Speech, Hearing and Language Program 3
    f) Hospital/Homebound Program 4
    g) Vision Program 4
    h) Gifted Program 4
    i) Social Services 4
    j) Student Services 4
General Medical Care 5
Medical Care for Special Problems 6
Services for the Blind or Visually Impaired 9
Services for Hearing Impaired and Speech Impaired 11
Services for the Physically Handicapped - Equipment/ Other Kinds of Support 12
Services for the Mentally Handicapped (Retarded) 13
Services for the Emotionally Handicapped 14
Residential Treatment Centers for Children with Emotional Problems 15
Services for Children with Learning Disabilities 16
Services for Gifted Children 18
Trained Sitters for Handicapped Children 18
Sheltered Workshops for those with Special Needs 19
Human Services Guide/General Information 21
Miscellaneous 24
Recommended Reading List 25
Resource List for Teachers Working with Parents 27
Vendors of Albums and Tapes 29
Student Materials 31
The First Five Years of Life: The Preschool Years 38
    a) Conceptual Development 38
    b) Fine Motor Development 39
    c) Communication 40
    d) Gross Motor Development 41
    e) Perceptual Development 42
    f) Social Development 43
    g) Emotional Development 44
    h) Developmental Sequence 45
Warning Signs to Age Five 47
Parent Responses - Your Child Is Exceptional (Stages of Grief) 48
Stages of Grief - Diagram 51
How to Help your Child at Home (Home Reading Program) 52
Home Management Suggestions 53
65 Ways to Say "Good For You" 56
You and Your Retarded Child - Suggested Play Equipment 57
Desirable Teaching Behaviors 58
Emotionally Handicapped Target Behaviors 59
Generalizations About Teaching Children Who Are Emotionally Handicapped 61
Myth - Information About Gifted Education 66
Maternity Options for the School Aged Girl ..... 24 (a)

PART III

RECRUITING THE PARENT/TEACHER TEAMS

Who has input into the team selections and their training?

How is the final selection made?

How are the selected members notified?

-- Recruiting

-- Announcements of the project

-- Sample memos to aid in recruitment

-- Opportunities for input from the principals

-- Surveys and needs assessments used to assist in the recruiting

-- Confirmation letters

USER'S GUIDE PAGE

RECRUITING

1. ACTIVITY: Recruiting volunteers was done by word-of-mouth, flyers, phone calls, and contacts with people who already had shown a willingness to be involved in added activities. We were looking for individuals with time, energy, and interest to invest in service to others.

2. PURPOSE: It was important to build interest, involvement, and commitment. The details of the project had to be repeated many times from varied points-of-view.

3. DETAILS: The persons willing to be involved needed to know that they would gain personally for their efforts.

4. SUGGESTIONS: Make clear what will be expected. The team members were told that the plan or project they chose was to be only as much as they had the time and energy to complete.

   Each team member received a personal phone call to confirm his/her interest and to answer any questions or concerns.

   Keep the tone as personal as is possible.

RECRUITING

We are about to ask people to do more work, take on more responsibility, give more freely of themselves. What do we have to offer them for this commitment? As volunteers, they will receive no monitary gain. Look for payoffs for these people, such as...

a) More knowledge - more inside information.

b) A sense of being a part of a bigger event.

c) An opportunity to meet and share with others.

d) A sense of being more in control by having greater access to the upper structure of the school system.

e) A means to be of service to others.

f) An expansion of their own ability to have input into the system.

USER'S GUIDE PAGE

GENERAL ANNOUNCEMENT

1. PURPOSE:	This was a general flyer used for public relations statements.
2. DISTRIBUTION:	This was circulated throughout the district.
3. USE:	Getting the word out about what you're doing opens doors for the teams once they are in place. Do not assume everyone will like the idea and respond positively. Some individuals may feel more comfortable keeping information sharing to a minimum.
4. ALTERNATIVES:	Also contact the newspaper, local P.T.A.'s, school advisory boards, and other departments within the public school system.
5. TIPS:	Keep your memos short, clear and specific. Be consistent in your various written communications. Think about what may seem threatening to some persons. Address that in your communications. Do not beg for acceptance. Simple state your intent and the positive gains to be made by taking part. Do not promise more than you intend to give.
6. APPENDIX REF:	A more detailed statement about public relations education can be found in the Appendix, p. 149

GENERAL ANNOUNCEMENT

MEMORANDUM

TO: All School Personnel

FROM: (NAME), Home/School Information Specialist
(ADDRESS and TELEPHONE NUMBER)

THIS IS AN ANNOUNCEMENT OF A (TYPE OF GRANT).

The Home/School Information Services Project will offer unique training and materials to a parent and teacher team in every school in (COUNTY NAME). This team will be available to all adults to aide in the most effective education for handicapped children.

Some areas of focus will be: communication, problem solving, best use of resources, PL 94-142, parent/teacher responsibilities and rights, child advocacy and many more of the elements of an implemented Exceptional Education program.

USER'S GUIDE PAGE

FLYER FOR PUBLIC DISPLAY

1. PURPOSE: This was sent out to be posted in the faculty lounges and/or work areas in the schools.

   The information was sent to the principals as well as to other contact people.

2. DISTRIBUTION: This was sent through the school courier system.

3. USE: This was a general announcement for display. It was to let the general population know what to expect from you.

4. ALTERNATIVES: Brochures, pamphlets, or memos could have been used. A posted flyer, seen repeatedly, keeps the project in peoples' awarenesses.

5. TIPS: Send your information to administrators, district level personnel, school board members, and elected officials within your locality.

   The use of "I" on the flyer makes clear that this is a person-to-person effort.

FLYER FOR PUBLIC DISPLAY

Take note of this!

HOME AND SCHOOL INFORMATION SERVICES

WHO: Parents and teachers of Students in Exceptional Education.

WHAT: A Project (GRANT, OTHER INFORMATION)

WHEN: (DATE OF PROJECT/FUNDING CONTRACT)

FOR: (WHO FOR, ex. COUNTY NAME SCHOOLS)

HOW: Training of a parent and teacher to serve as a Resource Team for every school. (DATE OF PROJECT START)

EXTRAS: Resource Materials, County Level Contact Person, Information Hotline.

I will be happy to meet with teachers, parents, community agencies administrators or students about any needs or concerns relative to Exeptional Education Services, for example: inservice, advocacy, parent conference support, resource location, question answering, community relations.

CONTACT: (CONTACT PERSON NAME)
(ADDRESS)
(TELEPHONE NUMBER)

USER'S GUIDE PAGE

PRINCIPALS' MEMO

1. PURPOSE: This memo asked for input, gave a preview of a survey, and clarified again the nature of the project.

2. DISTRIBUTION: This was sent through the courier system.

3. USE: Awareness was a primary goal of this memo. Principals called to share ideas and possible team members. The plans for recruitment were discussed at earlier principals' meetings.

4. ALTERNATIVES: Word of mouth may not be as effective.

   Follow-up with individual contacts.

5. TIPS: Give the principals a chance to review what's coming into their schools.

   Be very clear and precise about their part in the process. The superintendent or his/her designee may receive calls from principals about your project. Keep that individual informed. The superintendent's initials on a memo may increase it's impact.

PRINCIPALS' MEMO

MEMORANDUM

TO: ALL SCHOOLS - PRINCIPALS

FROM: (NAME), HOME/SCHOOL INFORMATION SPECIALIST
EXCEPTIONAL STUDENT EDUCATION

RE: (HOME/SCHOOL INFORMATION SERVICES PROJECT)

WHAT:

The Home/School information Services Project will offer unique training and materials to a parent and teacher team in every school in (COUNTY NAME). This team will be available to all adults to aide in the most effective education for handicapped students. Some areas of focus will be: Communication, Problem Solving, Best Use of Resources, PL 94-142, Parent/Teacher Responsibilities and Rights, Child Advocacy, and MANY MORE of the elements of an implemented exceptional education program.

WHEN:

Within the next two to three weeks, the attached flyer will be sent to each teacher in your school. It is a combination announcement, response form and volunteer request sheet. The details of the project and the materials being gathered are listed. The Parent/Teacher team training is also described. These teams are to be trained to serve within each school in (COUNTY NAME). The flyer seeks feedback from each teacher about the training and materials.

WHO:

The flyer also gives teachers an opportunity to volunteer and/or to suggest a parent or teacher from their school. Each school will be represented by one teacher and one parent - (the team). We are seeking E.S.E. parents and teachers, but other interested persons may also be considered. Some schools may have parents or teachers of regular education students who would wish to be members of their teams. Each school is unique and we hope to have individuals involved that reflect the true needs of your students.

WHY:

You may have already been approached by a parent or teacher who has expressed interest in receiving this valuable learning opportunity. The purpose of this memo is to enlist your support and feedback as we begin the team recruitment effort. Do you have a particular parent or teacher you would like to bring to our attention? These individuals will be expected to work with you, your teachers, and your parents. The intent is for them to pass along their training and resourcing skills.

HOW:

We will meet with each of you to gain your input when it is time to select the parent and teacher to represent your school. We would appreciate any ideas or suggestions you would be willing to pass along Please call, or write on the flyer and send it back to us. You know your needs, please make sure we know them also. Thank you.

USER'S GUIDE PAGE

HOME/SCHOOL INFORMATION PROJECT SURVEY

page 1

1.	PURPOSE:	This survey had multiple purposes. It was a needs assessment, nomination and/or volunteer instrument, and a feedback form. It was also used to clarify the project intent. The response indicated how much hands-on information the teachers felt they needed.
2.	DISTRIBUTION:	It was sent to all teachers in the county through the courier system.
3.	USE:	The names of all volunteers and nominees were compiled. The responses were used to make decisions about training materials and the content of some of the training units.
4.	ALTERNATIVES:	A word-of-mouth call for volunteers would not have produced as many responses. A flyer could have been used that did not also serve as a needs assessment.
5.	TIPS:	Each principal should be contacted as to the names of the teachers responding at his/her building. The opportunity for input increases teacher awareness at the school level. The flyer could offer materials to those who respond and return the assessment.
6.	APPENDIX REF:	Data from this survey are in the Appendix, p. 137.

HOME/SCHOOL INFORMATION PROJECT SURVEY

WAIT! DON'T THROW THIS AWAY

HOME/SCHOOL INFORMATION PROJECT - EXCEPTIONAL STUDENT EDUCATION

The Home/School Information Services Project will offer unique TRAINING AND MATERIALS to a parent and teacher team in every school in (DISTRICT). This team will be available to you to aide in the most effective education for handicapped students. Some areas of focus will be: Communication, Problem Solving, Best Use of Resources, PL 94-142, Parent/Teacher Responsibilities and Rights, Child Advocacy, and MANY MORE of the elements of an implemented exceptional education program.

PLEASE fill this out. This project needs your input and ideas. We are trying to put together a good idea and your feedback is invaluable. PLEASE RETURN BY (DATE) ________

1) WHAT ARE SOME OF YOUR MOST SERIOUS CONCERNS IN THE AREAS OF:

a) Communicating with parents and other teachers: ____________________

b) Encouraging parent involvement: ____________________

c) Finding needed materials or help from other agencies: ____________________

d) Including ESE students in regular education: ____________________

2) WHAT ELSE DO YOU WANT US TO BE SURE TO COVER IN THE TRAINING? ____________________

3) DO YOU HAVE ANY QUESTIONS ABOUT:

a) The fulfilling of PL 94-142 (Education for all Children): ____________________

b) Teacher/Parent stress and burn-out: ____________________

c) The various types of exceptionalities (Definitions and Differences): __________

4) WHAT TYPES OF MATERIALS DO YOU WANT THE TEAMS TO HAVE AT YOUR SCHOOL FOR YOUR IMMEDIATE USE:

____ reading lists - parents and teachers
____ community resource guides
____ books and handouts for parents and teachers
____ checklists to use for conferences (tips for preparation)
____ parent information on PL 94-142, (rights and responsibilities)
____ District Procedures and Policies
____ curriculums for parent/teacher communication training
____ a list of qualified tutors
____ phone numbers of agencies and their services
____ a parent/teacher contact at the county level (for information, advocacy, referral, clarification)
____ names of county level E.S.E. personnel, duties, responsibilities
____ programs for parents and students (recreation, learning, self-help, new skills training, etc.)
____ a list of support services available to parents, teachers, and students (what they are, how to get them, who provides the services, etc.

(see page 2)

USER'S GUIDE PAGE

HOME/SCHOOL INFORMATION PROJECT SURVEY

page 2

1. PURPOSE: This side of the survey was more personal in tone.

2. DISTRIBUTION: Sent to all teachers in the county through the courier system.

3. USE: This was the recruitment side of the survey. Suggestions written in were used in adding to the personnel needs part of the training.

4. ALTERNATIVES: Same as Survey side 1.

5. TIPS: Repeat the intent and content of the training. Emphasize the positive opportunities that this project makes available to everyone. These include increased communication, materials available at each school, a team available to personally respond to needs, and much more.

6. APPENDIX REF: Survey data are in the Appendix, p. 140.

HOME/SCHOOL INFORMATION PROJECT SURVEY

These ideas are some examples. They are being considered for inclusion.

WHAT ELSE DO YOU NEED AT YOUR FINGERTIPS? WHAT WOULD MAKE YOUR JOB MORE INTERESTING AND/OR LESS COMPLEX?

____

____

____

____

____

Would you like to be considered for this unique training in communication, problem solving, community resources, conferencing skills and many more aspects of parent/teacher interaction??? Do you know a parent or teacher who would be a candidate for this training? The training will take place during 3 days in the week of (DATE) through (DATE) of this coming year. Do you just want more information? Please return this flyer to (NAME) at the County Office. We are looking for a parent and teacher to represent each school in (DISTRICT). These teams will then be available to their individual school for the rest of this school year and all of 1982-83. They will share the resource materials and various types of training with parents and teachers. Let me know if you are interested. The training is all day, and we will supply your substitute.

____ YES, I wish to be considered for the team -

My Name / Phone Number (how to contact) / Name of School

____ I wish to RECOMMEND - ___ Parent ___ Teacher

Name / Phone Number (how to contact) / Name of School

____ I would like further information -

My Name / Phone Number (how to contact) / Name of School

THANK YOU,

(Contact Person Name)
(ADDRESS and NUMBER)

P.S. Is there a question I left out or an area of concern I need to include?

____

PLEASE FILL OUT AND RETURN TO ME AT THE COUNTY OFFICE BY (DATE).

USER'S GUIDE PAGE

PARENT RECRUITMENT

1. PURPOSE: This was a recruitment flyer. Those who could not be involved asked to be able to help at a later time. This was another public awareness tool. This was also a recruitment effort.

2. DISTRIBUTION: This flyer was sent home with every exceptional student in the district.

3. USE: This was an outreach for parent input. Parents did call and make suggestions. Some also asked to help when the teams were in place.

4. ALTERNATIVES: A mail-out would have reached more parents. A published ad or notice in the newspapers would have been a method of outreach.

5. TIPS: The use of the personal pronoun I or me increases the one-to-one tone of the flyer.

INTRODUCING A PROJECT/PROGRAM TO ASSIST IN THE EDUCATION OF OUR EXCEPTIONAL STUDENTS.

HOME AND SCHOOL INFORMATION SERVICES

FOR:

Parents of students in Exceptional Education.

WHAT:

THE HOME/SCHOOL INFORMATION PROJECT will offer training and materials to a parent and teacher team in every school in (COUNTY NAME). This team will then work with the school and the home to aid in the most helpful education for exceptional students.

Some areas of training will be in: communications, problem solving, legislation, best use of resources, PL 94-142, parent/teacher responsibilities and rights, child advocacy and much more.

HOW and WHY:

WE NEED PARENT VOLUNTEERS. Would YOU like to be the parent member of the team from your school??? Please call your principal or call me. The first training sessions will be during (DATES OF TRAINING).

* * * * * * * * * * * * *

Also, I am available to meet with you, teachers, community agencies, administrators, or students about any needs or concerns relative to Exceptional Education Services; for example: question answering, parent conference support, location of services, community relations. Please feel free to call me at the number below if you have any questions, or would like more information about the Home/School Information Project.

* * * * * * * * * * * * *

WE NEED YOUR HELP TO MAKE THE PROJECT WORK.

* * * * * * * * * * * * *

CONTACT:

(CONTACT PERSON NAME)
Home/School Information Specialist
(ADDRESS)
(CITY, STATE, ZIP)
(TELEPHONE NUMBER)

IF YOU LIKE THE IDEA OF THIS PROGRAM AND HAVE ANY SUGGESTIONS PLEASE CALL ME...

USER'S GUIDE PAGE

PARENT NOMINATION FORM

1.	PURPOSE:	This memo asked for the principal's nomination of the parent to serve on the team. It was the cover memo for the flyers that were sent home to parents.
2.	DISTRIBUTION:	This was sent through the courier.
3.	USE:	This was a key communication. The time and details of the training were repeated. This was another opportunity to increase awareness on the part of the administration of each school.
4.	ALTERNATIVES:	Many parents called asking to serve. Their names were passed-on to the principals for recommendations.
5.	TIPS:	Repeat the dates and time of training. Follow-up with a phone call confirming that the information has arrived and been sent home to the parents.

MEMORANDUM
PARENT NOMINATION FORM

TO: Principals
FROM: (NAME), Home/School Information Specialist
DATE: (DATE)

This memo has 2 purposes, both of which are to ask you for your assistance.

1. Please give each packet of flyers to the appropriate E.S.E. teacher. They are to go home to parents as soon as possible.

2. The second request is for input from you. Do you have a parent in mind to serve your school in the capacity described in the flyer? If you do not have a suggestion, please pass our request on to someone at your school who would be in a position to make a recommendation.

As you can see, the flyer asks parents to volunteer and to contact you or us. We are hoping you have dealings with a parent whom you would like to involve further through this training opportunity.

All teams will meet on (DATES AND TIME OF MEETINGS). The location is (LOCATION). The Area #1 teams will meet at (MEETING PLACE, DATE, TIME). The Area #2 teams will meet (MEETING PLACE, DATE, TIME).

Please send us your recommended parent's phone number and address. We are looking for E.S.E. parents, but will accept involved individuals who are concerned about exceptional students, but do not have an E.S.E. child themselves. WE NEED THIS INFORMATION BACK NO LATER THAN (DATE).

AREA #1	AREA #2
(LIST OF SCHOOLS)	(LIST OF SCHOOLS)

(PLEASE FILL OUT AND RETURN):

I recommend:

____
(Parent Name)

____
(Parent Address)

____
(Parent Phone Number)

____
PRINCIPAL, (NAME) - SCHOOL

USER'S GUIDE PAGE

FOLLOW-UP FLYER TO PRINCIPALS

1. PURPOSE: This was a follow-up memo for those schools that did not respond initially. It was sent only to schools not returning the parent nomination.

2. DISTRIBUTION: This memo was sent by courier.

3. USE: This was to remind principals of the importance of their participation.

4. ALTERNATIVES: A phone call would have been a possibility, but the written request was short and to the point.

5. TIPS: The Superintendent's initials on the memo were helpful in indicating that the project merited a response. Be direct. State your need and your willingness to help in meeting that need.

FOLLOW-UP FLYER TO PRINCIPALS

MEMORANDUM

TO: Principals

FROM: (NAME), Home/School Information Specialist

DATE: (DATE)

RE: Follow-up to Memorandum dated (DATE)

Did you receive the attached materials? Do you wish your school to be included?

We need the name of your teacher and parent. Our deadline for assembling the teams is no later than (DATE OF DEADLINE). How can we be of further assistance?

This is a project being given statewide attention. Total cooperation is vital.

Contact us at: (TELEPHONE NUMBER)

Thank you.

(Reference Initials)

USER'S GUIDE PAGE

PRIVATE SCHOOL CONTACT

PURPOSE: The letter made the project known to the local private schools. It was an offer of an opportunity to take part.

It was a good idea in terms of opening new avenues of interaction.

DISTRIBUTION: These were sent by mail.

USE: This was a recruitment effort and an outreach to share information.

ALTERNATIVES: Phone calls or personal visits were used to encourage a response.

5. TIPS: Some private schools are not fully aware of the exceptional education offerings in the public schools. This project is a means of increasing awareness.

PRIVATE SCHOOL CONTACT

(DATE)

(NAME)
(ADDRESS)
(CITY, STATE, ZIP)

Dear Private School Administrator:

Enclosed are Teacher/Parent information re: the special project, Home/School Information Services.

We would appreciate participation from private schools within (DISTRICT/COUNTY NAME). Do you wish to be represented?

Your response is optional. However, if you know of a teacher or a parent who would be interested in these services, please let us know.

Thank you for your immediate reply.

(CLOSING)

(SIGNATURE)

(Reference Initials)
Enclosures

USER'S GUIDE PAGE

CONFIRMATION LETTER FOR TEAM VOLUNTEERS

1. PURPOSE: This letter let the team members know that they were selected. They had each already received a personal phone call.

2. DISTRIBUTION: These were sent by mail, and through the courier system.

3. USE: It was important to maintain the interest of those willing to volunteer. It acknowledged their interest and restated the details to make the dates and time clear.

4. ALTERNATIVES: A phone call to each team member could have been made. This letterserved as a visual reminder. It contained all the necessary data, eliminating the need for follow-up calls.

5. TIPS. Do not assume any part of the information does not need to be repeated. The personal phone call gives each individual the opportunity to ask questions or express concerns. The first day's agenda was sent with the letter to let each person know what to expect.

CONFIRMATION LETTER

HOME/SCHOOL INFORMATION SPECIALIST
CONFIRMATION LETTER

SCHOOL: ______________________________

TEACHER: ______________________________

PARENT: ______________________________

TRAINING OVERVIEW

DAY 1 - ALL TEAMS - (DATE, TIME, LOCATION)

DAY 2 - AREA 1 TEAMS - (DATE, TIME, LOCATION)

AREA 2 TEAMS - (DATE, TIME, LOCATION)

Any questions? Problems? Please contact:

(CONTACT PERSON NAME and
TELEPHONE NUMBER)

(Reference Initials)

PART IV

TRAINING THE PARENT/TEACHER TEAMS

What materials and information will the teams receive?

What is the content of the training?

How will each team decide what to choose as their school project/plan?

- Overview of the three days
- Trainer's checklist of steps needed to set-up training
- Agendas of the training days
- Methods of training the teams
- Materials developed and distributed as part of the training - The Tool Kits
- Techniques for planning projects
- Evaluation and feedback

NOTE: In planning this training, include consultation with Teacher Education Centers and personnel involved with Master Inservice Plan.

USER'S GUIDE PAGE

OVERVIEW OF THE THREE DAYS OF TRAINING

1.	ACTIVITY:	This is an action-oriented listing of the elements of the three days of training.
2.	PURPOSE:	The person using this manual can determine what order or content they want their training to contain.
3.	DETAILS:	Team building is the first priority. Secondly, it is vital to create enough interest to maintain the full three day's of attendance. Focus on the individual teams as well as seeing the total group as a large, single team.
4.	SUGGESTIONS:	Use the feedback from each day's evaluation to add to or delete from the next day's activities. Begin each day by tying-up any loose ends. Answer questions and concerns.

AN OVERVIEW
OF
THE THREE DAYS OF TRAINING

DAY 1

Complete biographical forms.
Determine assumptions and needs of parents and teachers.
Respond to listed assumptions and needs.
Discuss "What have we learned?" using itemized response.
Assemble in school groups and interview fellow team members.
Working in team clusters, determine information needed to work as project teams.
Arrange in priorities as to most crucial information needed in present training experiences.
Closure and evaluation.

DAY 2

Identify exceptional student education components - local, state, and national.
Review materials from Tool Kits.
Disucssion - Questions and answers.
Overview the 5 book series of parent information from the state.
Questions and answers.
Closure and evaluation.

DAY 3

List possible projects that a team could work on at their local school.
Discuss feasibility of projects.
Share what is already happening in other schools.
Write the school plan and set the timeline.
Identify the elements of good salesmanship (presentation by consultant from business).
Discuss project plans in terms of "selling" the idea.
Questions and answers.
Closure and evaluation.

USER'S GUIDE PAGE

TRAINER'S CHECKLIST

1. ACTIVITY: These are the steps of preparation for the training.

2. PURPOSE: This checklist can be used as an organizer of the physical set-up for training. You can record yes or no as well as additional pertinent information.

3. DETAILS: The trainer has already confirmed the date and the names of the members of the teams.

   Now it is a matter of reviewing the elements of the training event itself.

   These arrangements should be made at the earliest possible time. The list is to confirm what is already done and to serve as a reminder about things still needing attention.

4. SUGGESTIONS: Pack separate boxes for each segment of the training. Label everything.

   Keep emphasizing the uniqueness of this opportunity for learning.

   Be creative. Put in enjoyable as well as informative materials. The environment where the training occurs is vital to maintaining comfort, interest, and commitment.

TRAINER'S CHECKLIST

(Mark YES/NO or INFORMATION)

Preliminary Activities:

_____ location selected ______________________
_____ number to be seated
_____ movable furniture
_____ easy to find
_____ map needed
_____ functional work setting
_____ adequate public address system
_____ cost to use the space
_____ adequate parking
_____ other: ______________________________

Preliminary Materials and Personnel Needed:

(These are needed by the trainer)

_____ interior directional maps
_____ name tags
_____ pens and pencils
_____ newsprint and markers
_____ masking tape
_____ camera, flash bars and film
_____ all printed handouts to be used
_____ coffee/tea set-up
_____ table signs and labels
_____ personnel (people needed for back-up)
set-up: ________________
greeters: ________________
sign-in: ________________
camera person: ________________
_____ other: ______________________________

Participants' Starter Materials:

(Pre-selected materials given out at sign-in)

_____ a bag or folder to contain materials
_____ paper, pencils and pens
_____ agency phone numbers
_____ agency brochures
_____ maps of schools in district
_____ list of schools and phone numbers
_____ definitions of exceptional programs
_____ list of county personnel
_____ other: ______________________________
_____ other: ______________________________
_____ other: ______________________________

DAY I

Day I was important as a beginning of tone setting for the three days of training.

- -- What is the point-of-view of parents and teachers?
- -- Who are we as potential members of a team?
- -- What is the nature of the Home/School Information Project?
- -- How can brainstorming be used as a planning method?
- -- What do parents and teachers need from each other?
- -- How do you get the best ideas when dealing with others?
- -- Who are the teams of your nearby schools?
- -- What do we need to know to work as our school's team?

NOTE: It is so easy to assume that we all are talking about the same thing when, in fact, we each bring our own definitions to any event.

USER'S GUIDE PAGE

FIRST TRAINING DAY'S AGENDA

1. PURPOSE: The agenda was sent with the confirmation letters.

2. DISTRIBUTION: These were sent by mail and by the courier system.

3. USE: The agenda was included to give everyone involved a clear idea about what to expect the first day.

4. ALTERNATIVES: A write-up of the day's training without time breakdowns could be used.

   Separate instruction sheets for each activity could be used.

5. TIPS: The detailed agenda increases interest on the part of the participants.

   The feedback from the 1:15 p.m. session can be used to design the next two days of training.

   At sign-in the team members receive a bag of materials to be used during the training. (See the Trainer's Checklist, p. 59.)

6. APPENDIX REF: The assumptions, needs, and responses can be found in the Appendix, p. 141.

FIRST TRAINING DAY'S AGENDA

AGENDA

(COUNTY NAME) Parent/Teacher Team Training - (DATES)

(Group Leaders Names)

8:00 a.m. - Pre-event set-up.

* 8:15 a.m. - Participants begin arriving - each fills out biographical form and has his/her picture taken - mounts on form.

* 8:30 a.m. - Total group seated at separate table groups. Parents at one end of room, teachers at other end of room.
TASK: Create product on newsprint -
Parents - assumptions - what teachers ought to do, care about, think, feel.
Teachers - assumptions - what parents ought to do, care about, think, feel.
Discuss in table groups, put table consensus on sheets, mount on wall at end of 45 minutes.

9:15 a.m. - Break

* 9:25 a.m. - Return to work groups - Create second product - identify your group needs. Parents write parent needs, teachers write teacher needs. Table group results put on newsprint, mount on wall as instructed.

10:00 a.m. - Leader will instruct groups to switch ends of room, making each group accessible to the others' data. Table groups now write responses on newsprint. Correct the assumptions. State actions and offers to respond to the needs listed on the newsprint on the wall.

10:45 a.m. - Total group debriefing by leaders. Identify learnings. What stands out? What do parents and teachers have in common? What separates the two groups?

11:00 a.m. - Mini-workshop on behaviors that contribute to getting the best ideas in meetings. Learning the skill of itemized response. (Three good points first and then one negative response whenever giving feedback.)

11:30 a.m. - Lunch Break

12:30 p.m. - Begin afternoon session. Form parent/teacher teams by schools and nearby school clusters (feeder schools). Teambuilding - local school team (parent/teacher) interviews each other; find out as much about team mate as you can in 5 minutes. After team is acquainted each team introduces self to other teams in cluster. Parent introduces teacher - teacher introduces parent.

1:00 p.m. - Break

1:15 p.m. - Working in team clusters, each table creates list of "what we need to know to work in our schools." Prioritize items not known which are most crucial to receive in present training.

* 2:15 p.m. - Wrap-up and evaluation.

2:30 p.m. - Dismissal.

* Hand-outs to be given at these times

USER'S GUIDE PAGE

TRAINING PARTICIPANT PROFILE

(Given out at 8:15 a.m.)

1. ACTIVITY: This was a biographical profile used by all training participants.

2. PURPOSE: This gave visual and written information on all persons taking part. The profiles were posted during all the days of training. The assisting personnel, the trainers, and all visitors also completed profiles that were posted.

3. DETAILS: The trainees were asked to frequently review the profiles so they would get to know the names and faces of all the people they were dealing with.

   Many of the trainees discovered that they had something in common with another participant.

4. SUGGESTIONS: Some of the participants felt uncomfortable about how they looked in their pictures. Be sensitive to their needs. Several requested to have their pictures retaken on later days of the training.

   Keep the profiles for your records. When you receive a call from a team member, you can refresh your memory as to who that individual is.

TRAINING PARTICIPANT PROFILE

PROFILE

(Note: Polaroid picture pasted here)

NAME: ______________________

AREAS OF SPECIAL EDUCATION YOU KNOW ABOUT:

____

____

____

HOMETOWN: ______________________

HOBBIES:

____

____

YOUR LATEST ACCOMPLISHMENT:

____

____

YOUR MOST MEMORABLE BOOK:

____

____

FAVORITE QUOTE:

____

____

YOU ARE DESCRIBED BY THOSE WHO KNOW YOU AS:

____

____

FAVORITE WORKSHOP PASTIME:

____

School Represented: ______________________ Parent ____ Teacher ____

Adapted from: Strategies for Effective Parent-Teacher Interaction: A guide for Teacher Trainers. The Parent Involvement Center Albuquerque, NM, 1980.

USER'S GUIDE PAGE

BRAINSTORMING

1. ACTIVITY: This was a handout given out at the beginning of the first day of training.

2. PURPOSE: This reviews the working details of "Brainstorming". The trainees were asked to use this format when generating ideas throughout the day.

3. DETAILS: Many individuals had not encountered this concept before. They were more accustomed to evaluating themselves and others. Using brainstorming produced a large volume of ideas and information.

4. SUGGESTIONS: Posting all materials generated led to a great deal of discussion and sharing. Parents and teachers were very verbal in relating to each other. Allow for interchange, competition (teasing), between/among groups.

   A brief presentation was made about how much good information is lost when people feel there are "right" and "wrong" ideas.

   The team members stated that they felt they had more in common than that which separated them.

BRAINSTORMING

... is saying anything. One idea can lead to another.

... is not judging. No idea is right or wrong.

... is not discussing. The goal is to list possibilities.

... is repeating ideas. Add to what has already been said.

... is moments of silence. Think of new ideas to share.

USER'S GUIDE PAGE

MIRROR MODE OF PARENTAL INVOLVEMENT

(Given out at 9:25 a.m.)

1. ACTIVITY: This handout was used to highlight the range of needs and services parents and teachers have to share with others.

2. PURPOSE: The handout made a point of the level of involvement and energy people had to make commitments with. Many times, assumptions are made as to what parents want and need from the schools.

3. DETAILS: All are interested in and can make use of level 1 interactions. Most persons can commit to level 2 exchanges. Some parents and teachers have the interest and energy to take part at level 3. A few individuals are interested in level 4 sharing and/or giving.

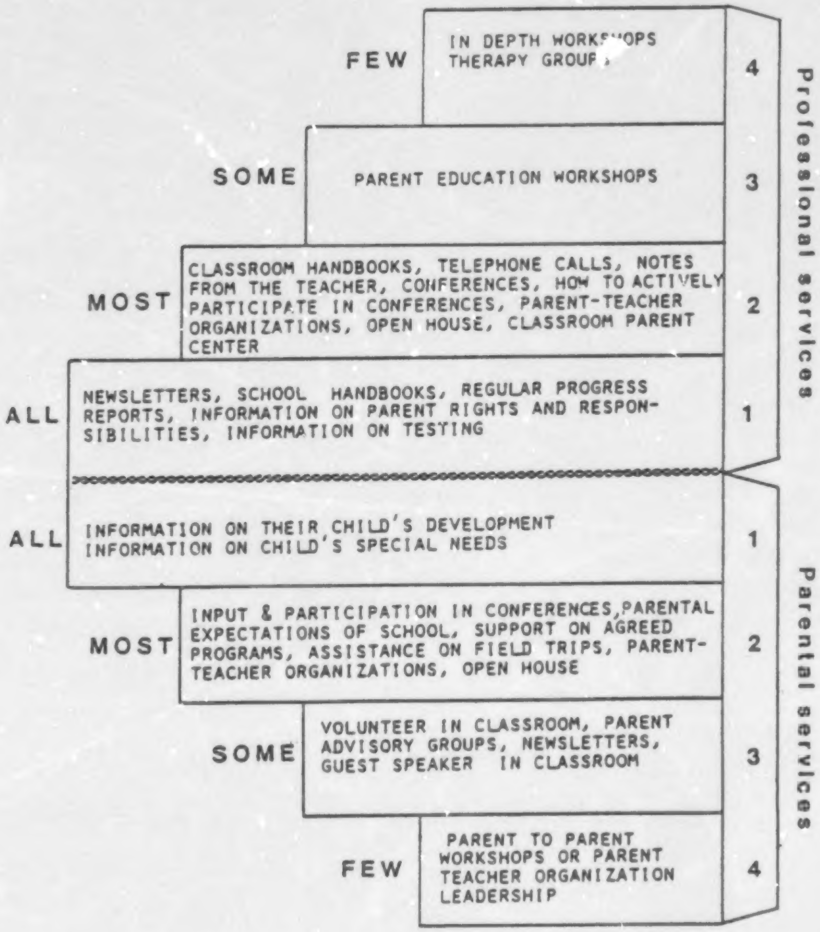
   Where and how are you likely to reach the majority of people?

4. SUGGESTIONS: Many offerings from the schools are designed at the level 3 and 4 activities. The majority of teachers and parents are functioning at the level 1 and 2 offerings.

   The team members were asked to determine where they fell on the scale in terms of their own energy, ability, and willingness to become involved.

This was used to highlight the range of needs and services parents and teachers have to share with each other.

Mirror Model of Parental Involvement


FEW
IN DEPTH WORKSHOPS THERAPY GROUPS
4
SOME
PARENT EDUCATION WORKSHOPS
3
MOST
CLASSROOM HANDBOOKS, TELEPHONE CALLS, NOTES FROM THE TEACHER, CONFERENCES, HOW TO ACTIVELY PARTICIPATE IN CONFERENCES, PARENT-TEACHER ORGANIZATIONS, OPEN HOUSE, CLASSROOM PARENT CENTER
2
ALL
NEWSLETTERS, SCHOOL HANDBOOKS, REGULAR PROGRESS REPORTS, INFORMATION ON PARENT RIGHTS AND RESPONSIBILITIES, INFORMATION ON TESTING
1
Professional services
ALL
INFORMATION ON THEIR CHILD'S DEVELOPMENT INFORMATION ON CHILD'S SPECIAL NEEDS
1
MOST
INPUT & PARTICIPATION IN CONFERENCES, PARENTAL EXPECTATIONS OF SCHOOL, SUPPORT ON AGREED PROGRAMS, ASSISTANCE ON FIELD TRIPS, PARENT-TEACHER ORGANIZATIONS, OPEN HOUSE
2
SOME
VOLUNTEER IN CLASSROOM, PARENT ADVISORY GROUPS, NEWSLETTERS, GUEST SPEAKER IN CLASSROOM
3
FEW
PARENT TO PARENT WORKSHOPS OR PARENT TEACHER ORGANIZATION LEADERSHIP
4
Parental services

From the Kroth Curriculum - Strategies for Effective Parent-Teacher Interaction: A Guide for Teacher Trainers. The Parent Involvement Center, Albuquerque, NM, 1980.

USER'S GUIDE PAGE

DAILY EVALUATION FORM

(Given out at 2:15 p.m.)

1. ACTIVITY: This was the form used at the end of each day.

2. PURPOSE: This evaluation was read and used to add to or delete from the next day's training. Participants were encouraged to write on the back if needed.

3. DETAILS: Any loose-ends, questions, or needs for clarification that were brought out on the form were answered the next day.

4. SUGGESTIONS: Many written comments gave specific feedback as to areas of information that needed greater attention.

   Ask for honesty. Do not let negative feedback go by without a response. Model directness and openness in your interactions.

DAILY EVALUATION FORM

DATE: ____________

	VERY GOOD	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE	POOR	A. TRAINING SESSION
1.	___	___	___	___	___	1. What you were going to do was explained clearly. COMMENT: ______________________
2.	___	___	___	___	___	2. The activities matched what you were told you were going to do. COMMENT: ______________________
3.	___	___	___	___	___	3. The activities gave you new information. COMMENT: ______________________
4.	___	___	___	___	___	4. The materials matched the activities. COMMENT: ______________________
5.	___	___	___	___	___	5. The activities held your interest. COMMENT: ______________________
6.	___	___	___	___	___	6. This session met your needs. COMMENT: ______________________
7.	___	___	___	___	___	7. The materials are helpful to you. COMMENT: ______________________
						B. SESSION LEADER
1.	___	___	___	___	___	1. The leader showed knowledge of the subject. COMMENT: ______________________
2.	___	___	___	___	___	2. The leader was clear in the presentation. COMMENT: ______________________
3.	___	___	___	___	___	3. The leader was organized in the presentation of the subject. COMMENT: ______________________
4.	___	___	___	___	___	4. The leader used your time well. COMMENT: ______________________
5.	___	___	___	___	___	5. The leader used the materials in a helpful way. COMMENT: ______________________
6.	___	___	___	___	___	6. The leader showed enthusiasm during the session. COMMENT: ______________________
7.	___	___	___	___	___	7. The leader responded to the people in the session. COMMENT: ______________________
8.	___	___	___	___	___	8. The leader let you know how you were doing during the training. COMMENT: ______________________
9.	___	___	___	___	___	9. How effective was the leader in teaching you what you were told you were to be learning. COMMENT: ______________________

DAY II

Day II was to get data across.

- What is Exceptional Student Education?
- How is it funded?
- What resources are available in the community?
- How do we access these resources?
- What materials are available?
- What are the County policies?
- How do we make use of the information series developed for parents by the state?
- What are our rights and responsibilities?
- How did the Public Law 94-142 come about?

Much of this information will be what is true for your community and your district's Exceptional Student Education Program. Contact the Bureau of Education for Exceptional Students (BEES) Clearinghouse Information Center and your Florida Diagnostic and Learning Resources System (FDLRS) Center for available media and materials on these topics.

USER'S GUIDE PAGE

AGENDA - DAY II

1. PURPOSE: This was the agenda for the second day of training. It gave a clear timeline for the day's activities.

2. DISTRIBUTION: There were two agendas on each table and one posted at each door.

3. USE: These broke the day into clearly separate parts of information sharing. The participants could monitor their own time and energy.

4. ALTERNATIVES: An agenda as detailed as Day I's could have been used. The format used here left room for more flexible presentations as the day evolved.

5. TIPS: An agenda implies a professionalism that is motivating to the audience. Conveying that the training is significant keeps interest and attention high. Keep up a fast pace. Empty minutes drain energy.

AGENDA - DAY II

8:00 - 8:15 a.m. - Arrival and set-up

8:15 - 9:00 a.m. - Review of materials in Tool Kit

9:00 - 9:45 a.m. - Book 1 - For Parents of Exceptional Students: An Information Series - Educating Florida's Exceptional Students

9:45 - 10:00 a.m. - Break

10:00 - 10:45 a.m. - Book 2 - For Parents of Exceptional Students: An Information Series - The Individual Educational Program - I.E.P.

10:45 - 11:30 a.m. - Book 3 - For Parents of Exceptional Students: An Information Series - Rights and Responsibilities

11:30 - 12:00 noon - Questions and answers - Closure

12:00 - 1:00 p.m. - Lunch

1:00 - 1:45 p.m. - Book 4 - For Parents of Exceptional Students: An Information Series - Resources and References

FDLRS presentation (film, services, materials)

1:45 - 2:15 p.m. - Book 5 - For Parents of Exceptional Students: An Information Series - Parents' Educational Records

2:15 - 2:30 p.m. - Questions and Answers - Closure

2:30 - 2:45 p.m. - Evaluation and dismissal

USER'S GUIDE PAGE

TEAM TOOL KITS

1. **PURPOSE:** This lists the materials given to each parent/teacher team member as part of their training activities.

2. **DISTRIBUTION:** Some materials were given on Day I, but the majority were given out on Day II of training.

3. **USE:** These formed the information and resource "library" each team would share at their local school. The materials were also part of the awareness function of the training.

4. **ALTERNATIVES:** Many varied combinations could have been developed depending on the services the teams were intended to offer. Audio-visual materials could have been used more intensively. Less hand-outs would have been simpler, but the teams would not have had the materials to share with others.

   The range of materials expanded each member's viewpoint beyond their own area of involvement. Give them a broad selection. Do not go into great depth in any single area. If you have a county-level person, let that individual give the in-depth responses as needed. Your teams are meant to be communicative channels.

   Sample materials can be found in the appendix, pp. 151, 153.

TEAM MEMBERS TOOL KITS

Each team received:

A. The District Procedures, Exceptional Student Education.

B. A Parent/Teacher Resource Manual

* C. A list of national organizations serving the handicapped.

D. A breakdwon of the Exceptional Student Education County budget.

E. A map of the County with schools and exceptional programs at each school.

F. A guide to services for families and youth in the County.

G. Various public information pamphlets on appropriate topics.

H. March of Dimes materials on various birth defects.

I. A list of local and state elected officials.

J. A list of schools, principals, addresses and phone numbers.

K. The County school system public relations flyer.

L. Definitions of exceptionalities.

* M. A reading list of books on the topics of parent/teacher interaction.

N. Samples of materials sent by the local, state and national organizations contacted.

O. Further materials were acquired after the training to meet the needs of the individual teams relative to their plans.

P. For Parents of Exceptional Students...An Information Series available from Bureau of Education for Exceptional Student' (Clearinghouse Information Center).

Mini-catalogs.

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* Appendix, pp. 151, 153.

USER'S GUIDE PAGE

Book 1 - Educating Florida's Exceptional Students

OVERVIEW

(9:00 - 9:45 a.m.)

1. ACTIVITY: This was a small group study of the sections of Book 1.

2. PURPOSE: This divided the reading and presentation of the book into small group activities. This also covered the book in a shorter amount of time.

3. DETAILS: The total group was divided into small groups with no more than 6 to 8 members. The table of contents was divided as shown. Each group was assigned one of the numbered sections with included topics.

4. SUGGESTIONS: The groups were to read and make a brief report on their assigned units. They were instructed to summarize what they read and point out any concerns or questions.

   Ten minutes was allowed for reading and discussion. Ten minutes was allowed for preparing the report. Twenty-five minutes was allowed for the reports to the total group.

   If a parent or teacher has a particular incident they want to share, have them make a written note of it. Collect these so you can have time to prepare your responses. Remind the groups to avoid "war stories" of personal concerns. This type of discussion can come at the end of the day.

BOOK I

EDUCATING FLORIDA'S EXCEPTIONAL STUDENTS

TABLE OF CONTENTS

Groups Topics

1 The Exceptional Child ....
Laws about Exceptional Student Education ....
Parents' Records ....
STEPS IN PLANNING YOUR EXCEPTIONAL CHILD'S EDUCATION
2 Step 1: Referral ....
Step 2: Evaluation ....
3 Step 3: Staffing ....
Step 4: The Individual Educational Program - IEP ..
4 Step 5: The Program Starts ....
STEPS IN CONTINUING YOUR EXCEPTIONAL CHILD'S EDUCATION
Step 6: IEP Review ....
5 Step 7: Re-evaluation ....
Step 8: Staffing ....
KINDS OF EXCEPTIONAL STUDENT EDUCATION PROGRAMS AND SERVICES
6 Final Comment ....
Dictionary ....

USER'S GUIDE PAGE

Book 2 - The Individual Educational Program
I.E.P.

OVERVIEW

(10:00 - 10:45 a.m.)

1. ACTIVITY: This was a small group study of the sections of Book 2.

2. PURPOSE: This divided the reading and presentation of the book into small group activities. This covered the book in a smaller amount of time.

3. DETAILS: The total group was divided into smaller groups with no more than 6 to 8 members. The table of contents was divided as shown. Each group was assigned one of the numbered sections.

4. SUGGESTIONS: The groups were to read, summarize, and report. Five minutes was allowed for reading. Ten minutes was allowed for discussion. Fifteen minutes was allowed for a brief report from each group.

   The remaining fifteen minutes involved the role playing of an I.E.P. writing. One member from each group took a part. These parts were: 1) person from the schools, 2) special education teacher, 3) regular education teacher, 4) parent, 5) student, 6) person from another agency.

BOOK II

THE INDIVIDUAL EDUCATIONAL PROGRAM - IEP

THE TABLE OF CONTENTS

Groups Topics

1 The IEP - What It Is ....
The IEP - What It Is Not ....
Uses for the IEP ....
CONTENTS OF AN IEP
2 Sample IEP Form ....
1: Exceptional Student Education Programs ....
2: Related Services ....
3: Participation in Regular Education ....
4: Dates ....
5: Signatures ....
3 6: Present Levels of Performance ....
7: Annual Goals ....
8: Short-Term Instructional Objectives ....
9: Evaluation Criteria and Procedures ....
INFORMATION NEEDED TO WRITE IEP'S
4 IEP Meetings ....
Before the Meeting ....
During the Meeting ....
After the Meeting ....
5 Beginning the Program ....
IEP Review ....
6 How Parents Can Help ....
Final Comment ....
Dictionary ....

USER'S GUIDE PAGE

Book 3 - Rights and Responsibilities

OVERVIEW

(10:45 - 11:30 a.m.
11:30 - 12:00 noon)

1. ACTIVITY: This was a presentation of the material in Book 3

2. PURPOSE: There was a guest speaker reviewing the topic of rights and responsibilities of parents.

3. DETAILS: The total group was given five minutes to scan Book 3. The guest speaker then spent twenty minutes speaking on the topic as presented by Book 3. The last twenty minutes was a question and answer period.

4. SUGGESTIONS: Choose a speaker that is positive, knowledgeable and interesting. Some possibilities are the FDLRS Parent Specialist, the Director of Exceptional Student Education, a trained parent advocate, or the school board attorney. There are also other possibilities.

   Use the last half hour of the morning (11:30 - 12 noon) for an open discussion of all three books. Have the total group dialogue with each other, the leader or leaders, and the guest speaker.

BOOK III

RIGHTS AND RESPONSIBILITIES

THE TABLE OF CONTENTS

Topics

Introduction ....
* Due Process ....
* Kinds of Due Process Rights ....
  Participation ....
  Notice ....
  Consent ....
  Due Process Hearing ....
* Problem-Solving ....
Steps in Planning your Exceptional Child's Education - Due Process ....
Steps in Continuing your Exceptional Child's Education - Due Process ....
Independent Evaluation ....
School Records ....
* Due Process Hearing ....
Final Comment ....
Dictionary ....

* - Have the guest speaker particularly focus on these areas as presented in the book.

USER'S GUIDE PAGE

Book 4 - Resources and References

OVERVIEW

(1:00 - 1:45 p.m.)

1. ACTIVITY: This was a presentation by Florida Diagnostic and Learning Resources Systems (FDLRS).

2. PURPOSE: This was a film presentation about before and after Public Law 94-142. This was an opportunity to inform the teams about the services available from FDLRS.

3. DETAILS: The FDLRS team brought samples of materials and services. They showed the film to give a historical perspective on Exceptional Student Education.

4. SUGGESTIONS: Many teachers and parents are not aware of just how vast exceptional student education and related services are. Use this time as an awareness activity.

   The film provided a change of pace in the day and offered visual learning to support the morning of verbal learning. Any materials handed out can be included in the Tool Kits.

BOOK IV

RESOURCES AND REFERENCES

THE TABLE OF CONTENTS

Topics

Introduction ....
Parents' Dictionary ....
* Reading Materials for Parents ....
* Excerpts from Laws and Rules ....
* Where to go for Help (Directory) ....

---

* - Ties these in with other materials such as the Parent/Teacher Resource Manual, the local District Procedures, and the guide to community resources.

USER'S GUIDE PAGE

Book 5 - Parents' Educational Records

OVERVIEW

(1:45 - 2:15 p.m.
2:15 - 2:30 p.m.)

1. ACTIVITY: This was a quick review of Book 5 in the parent information series.

2. PURPOSE: This was an opportunity to examine a method of organization of a student's educational records. It was designed for parent usage.

3. DETAILS: Each individual scanned Book 5. They were asked to look at the book from the view of how they would use it. Teachers were asked to think of ways they could help parents make use of the book.

   This time is usable as the part of the day to respond to the written concerns collected during the 9:00 - 9:45 a.m. session.

4. SUGGESTIONS: Have the teams raise any questions, concerns or suggestions about the book. Open the floor for the last fifteen minutes to discuss all five books as a unit. Ask for feedback as to ways of sharing this series with parents and teachers. Ask for any changes that seem necessary.

   Be prepared for anger to be surfaced by some individuals. Listen. Respond only to that which you can do something about. Remind all participants that past frustrations are real, but often unsolvable.

   This is the time in the day to address the personal stories many of the parents and teachers may want to share.

BOOK V

PARENTS' EDUCATIONAL RECORDS

THE TABLE OF CONTENTS

Topics

Introduction ....

* Referral ....

Evaluation ....

* Before Staffing ....

* After Staffing ....

Before IEP Meetings: **Observation Guide** ....

* IEP Meeting(s) ....

Special Program ....

IEP Review ....

Re-evaluation ....

* Independent Evaluation ....

Staffing (As Needed) ....

* School Records ....

* Due Process Hearing ....

Notes ....

Sample Letter Asking for an Evaluation ....

Sample Letter Asking for an IEP Review ....

Sample Letter Asking the School to Change a Decision ....

Sample Letter Asking for an Independent Evaluation ....

Sample Letter Revoking Consent ....

Sample Letter Asking the School to Change or Destroy Records ....

Sample Letter Asking for a Due Process Hearing .....

---

* - Review the concepts of rights and responsibilities as they apply at these stages of Exceptional Education services.

DAY III

Day III was to complete team building and to create the plans.

- What do we wish we had?
- What do we need to get our wishes?
- What need does your team want to focus on?
- What is your level of energy and commitment?
- What is the best starting point for each school team?
- What is your timeline?
- What are the steps along that timeline?
- How do you "sell" your idea?
- How do others feel about your proposed plan?
- What do you need from others?
    - a) materials
    - b) support
    - c) personnel
- How can teams work together on their projects?

USER'S GUIDE PAGE

AGENDA - DAY III

1.	PURPOSE:	This was the agenda for the third day of training. It gave a clear timeline for the day's activities.
2.	DISTRIBUTION:	There were two agendas on each table and one posted at each door.
3.	USE:	These broke the day into clearly separate parts of information sharing. The participants could monitor their own time and energy.
4.	ALTERNATIVES:	An agenda as detailed as Day I's could have been used. The format used here left room for more flexible presentations as the day evolved.
5.	TIPS:	An agenda implies a professionalism that is motivating to the audience. Conveying that the training is significant keeps interest and attention high. Keep up a fast pace. Empty minutes drain energy.

AGENDA - DAY III

(DATE)

8:00 - 8:15 a.m. - Arrival and set-up

8:15 - 8:45 a.m. - Brainstorming - Wish Lists of possible projects

8:45 - 9:15 a.m. - Sharing of lists of possible projects

9:15 - 9:30 a.m. - Break

9:30 - 10:45 a.m. - Presentation on Salesmanship

10:45 - 11:00 a.m. - Discussion - How to "sell" our projects

11:00 - 11:30 a.m. - Plan writing

11:30 - 12:00 noon - Designing the timeline

12:00 - 1:00 p.m. - Lunch

1:00 - 2:00 p.m. - Total teams discussing project plans (Questions and answers)

2:00 - 2:15 p.m. - Closure - Questions and answers for 3 days of training

2:15 - 2:30 p.m. - Evaluation for Day 3 and feedback form for full 3 days of training.
Dismissal

USER'S GUIDE PAGE

CREATING A WISH LIST

(8:15 - 8:45 a.m.
8:45 - 9:15 a.m.)

1. ACTIVITY: This was a small group activity to generate a list of perceived needs. Brainstorming was the technique used for compiling the lists.

2. PURPOSE: These lists were used to stimulate thinking about possible projects the teams could select.

3. DETAILS: The total group was divided into smaller groups by elementary, middle and high school feeder units. These schools shared the same student population area. Each member of each group spent the first ten minutes generating his/her own list. Then the group was to use these lists to generate one list (as many pages as needed) to represent the group's perceived needs.

4. SUGGESTIONS: Remind the teams that they are free to be creative and to "wish for the stars". Brainstorming is one positive method of freeing imaginations.

   The time of discussing the lists with the total group is when concerns or questions can be raised. Also, this time (8:45 - 9:15 a.m.) is useful to share similar projects that already are occurring in some of the schools.

   NOTE: The Wish Lists can be found in the Appendix, p. 135.

CREATING A WISH LIST

Using the concept of Brainstorming - Page 67.

There is a need for ________________________________.
To meet this need, I wish that ________________________
____.

There is a need for ________________________________.
To meet this need, I wish that ________________________
____.

There is a need for ________________________________.
To meet this need, I wish that ________________________
____.

There is a need for ________________________________.
To meet this need, I wish that ________________________
____.

There is a need for ________________________________.
To meet this need, I wish that ________________________
____

USER'S GUIDE PAGE

SALESMANSHIP PRESENTATION (Summary)

(9:30 - 10:45 a.m.)

1. ACTIVITY: This was a presentation from a member of the business world.

2. PURPOSE: This motivational talk centered around the concept of salesmanship. It was also a change-of-pace activity intended to offer a non-educational point-of-view.

3. DETAILS: The speaker had been given the details of the project and a brief overview of who the team members were. This person was also told that the teams would be responsible for "selling" their projects at their local schools.

4. SUGGESTIONS: If you offer: 1) personal content, 2) spontaneous learning as well as structured learning, 3) opportunities for quality performance rather than just quantity, 4) services to the willing rather than the prominent, 5) real-life situations to relate to and 6) teaching by example... there will be greater potential for interest and response.

   There are many interesting persons available outside of education. This lecture gave fresh perspective to the task.

SALESMANSHIP PRESENTATION

Communication - Planning
Equals
Selling Your Ideas

(Summary)

To sell something you must -

Plan your objectives and your goal:

Set a specific goal
Break it down into steps
Set high objectives
Write them down
Communicate objectives to those involved
Continually reinforce objectives to self and others
Set time limits
Review the steps needed frequently
Allow for controlled flexibility and creativity
Evaluate and be willing to begin again

10 Point Plan: How to Build Positive Expectancy -

When you have identified a need to be met:

1. Create a desire to accomplish that goal.
2. Support it with detailed objectives.
3. Giving repetitive positive reinforcement is vital.
4. Accept failures and mistakes (you learn from them).
5. Be decisive (make clear responses).
6. Look for good in all things and in all people (maximize your opportunities).
7. Avoid worrying about unnecessary details.
8. Remember that patience and persistance (and faith) go a long way.
9. Laugh (find humor and keep it).
10. Don't try to be a super person. Be realistic.

Finally, enjoy your successes.

USER'S GUIDE PAGE

TIPS FOR DEALING WITH AGGRESSION

(10:45 - 11:00 a.m.)

1. ACTIVITY: This was a handout given out at the beginning of the discussion on "selling" our projects.

2. PURPOSE: Questions were raised about what to do if persons in the local schools responded negatively to the projects.

3. DETAILS: This was read quickly. One brief role play situation gave an opportunity to practice the skills described. The negative expectation of aggression was not dwelt on. The discussion then returned to positive expectations of success.

4. SUGGESTIONS: Do not reinforce the fear of failure. Keep projects reasonable and workable. Team members need reassurance that they are a positive addition to the educational processes of exceptional students.

   Be sure that you have clarified how your district implements school based management. Explain this in detail to your teams. State the lines of authority and of communication.

TIPS FOR DEALING WITH AGGRESSION

DO -

_____ 1. Listen.

_____ 2. Write down what they say.

_____ 3. When they slow down, ask them what else is bothering them.

_____ 4. Exhaust their list of complaints.

_____ 5. Ask them to clarify any specific complaints that are too general.

_____ 6. Show them the list and ask if it is complete.

_____ 7. Ask them for suggestions for solving any of the problems that they've listed.

_____ 8. Write down the suggestions.

_____ 9. As much as possible, mirror their body posture during this process.

_____ 10. As they speak louder, you speak softer.

DON'T -

_____ 1. Argue.

_____ 2. Defend or become defensive.

_____ 3. Promise things you can't produce.

_____ 4. Own problems that belong to others.

_____ 5. Raise your voice.

_____ 6. Belittle or minimize the problem.

-- These behaviors take practice. Our first automatic reaction is almost always just the reverse of the way to defuse anger or hostility.

-- Think about the times that you have been angry enough to become aggressive with someone you don't know well, like a clerk in a store or an attendant at a game, etc. It usually takes some time to "build up courage" to attack and often the person attacked cannot do anything about the situation. Parents and teachers sometimes find themselves in the same situation. They would just like somebody out there to listen. You may be just catching the flack of the general frustration of someone who is unable to cope with the world at that time.

-- Parents and teachers may have some real legitimate concerns that you can do something about immediately.

From Kroth Curriculum - Strategies for Effective Parent-Teacher Interaction: A Guide for Teacher Trainers. The Parent Involvement Center, Albuquerque, NM, 1980.

USER'S GUIDE PAGE

PROPOSED LOCAL SCHOOL PLAN

(11:00 - 11:30 a.m.)

1. ACTIVITY: This was the culmination of the three days of training. The need was selected and the plan was written.

2. PURPOSE: This was the time of decision making. The teams choose and analyzed the need they wished to address.

3. DETAILS: Some teams (schools) choose to work together. The total group was divided by single teams or cooperating teams. They were asked to complete this sheet and the plan timeline (page 101).

   The plans and the Wish List were shared with the Superintendent.

4. SUGGESTIONS: Have copies of the previous day's Wish List compiled and posted. Review how to select an observable need stated in specific and obtainable terms.

   NOTE: What makes for good team work?

   a) being willing to learn
   b) being willing to follow
   c) being willing to reproduce what you have learned
   d) being able to share so others can learn what you have learned.

A list of the team plans can be found in Part VI, p. 125.

PROPOSED LOCAL SCHOOL PLAN

NEED: (State in observable terms)

WHY DID YOU SELECT THIS AS YOUR NEED?

WHO IS YOUR TARGET POPULATION?

WHAT DO YOU SEE AS THE EXPECTED OUTCOME?

WHAT STEPS WILL LEAD TO THIS OUTCOME?

WHAT WILL YOU NEED TO TAKE THESE STEPS?

WHO WILL ORGANIZE THIS PROJECT?

WHAT IS YOUR TIMELINE? (See attached sheet)

WHAT ARE SOME LIMITS, PROBLEMS, OR CONCERNS?

HOW CAN THESE BE OVERCOME?

USER'S GUIDE PAGE

LOCAL SCHOOL PLAN TIMELINE

1. ACTIVITY: This was the breaking down of the plan into steps and units of time. These were collected, copied, and returned to each team.

2. PURPOSE: This helped the teams plan the clear steps that needed to be taken to reach the goal they had selected.

3. DETAILS: The use of a breakdown according to time segments gave measurable steps that could be observed and evaluated. The teams were reminded to be realistic.

4. SUGGESTIONS: The presentation on salesmanship can be reviewed. The Wish List is a good source of ideas.

   Remind the teams to set reasonable timelines in terms of their energy and level of commitment.

   Keep the teams focused on measurable goals and objectives. Simply stating "improve communication" is not observable. Publishing a parent newsletter is observable.

LOCAL SCHOOL PLAN TIMELINE

Local School Plan

Committee or Person: ______________________

Beginning Date: ______________ Ending Date: ______________

Task: ______________________

Need: **Person(s) Involved:**	**Expected Outcome:**

Action Plans (Steps to Reach Goal)	Person(s) Responsible	Target Date	Midway Progress - Self Evaluation Comments Date	Final Results - Self Evaluation Comments Date

USER'S GUIDE PAGE

FEEDBACK FORM

1.	ACTIVITY:	This was the form used at the conclusion of the three days of training.
2.	PURPOSE:	The third day was evaluated first, (page 71). This form was then given out to gain feedback about the total three days of training. The three days of training had been very intense. There had been deep sharing of pain and frustration. There had been some tears and a lot of laughter. The people needed to have a sense of completion.
3.	DETAILS:	Each individual was asked to respond thoughtfully and in detail. Some chose to work in small groups, but each was asked to turn in a separate form. These were very helpful in giving us a summation of what we had accomplished and what was still left to be done. Other training events and informational packets were created based on this feedback.
4.	SUGGESTIONS:	This last activity is to help the individuals pull together their thoughts. This is a positive way to tie-up loose ends and to give a feeling of closure.

Feedback Form

1. INDICATE THREE OR FOUR IDEAS THAT YOU HAVE GAINED FROM PARTICIPATING IN THIS COURSE. ELABORATE ON AT LEAST ONE OF THE IDEAS YOU PLAN TO IMPLEMENT, DESCRIBING THE PROCEDURES YOU WOULD USE IN YOUR WORK SETTING, ETC.

2. WHAT OTHER THINGS SHOULD BE EMPHASIZED IN THIS COURSE?

3. WHAT SHOULD BE ELIMINATED?

4. OTHER COMMENTS:

•UNM INSTITUTE FOR PARENT INVOLVEMENT, ALBUQUERQUE, NEW MEXICO, 1979.

From Kroth Curriculum - Strategies for Effective Parent-Teacher Interaction: A Guide for Teacher Trainers. The Parent Involvement Center, Albuquerque, NM. 1980

PART V

POST-TRAINING SUPPORT OF THE PARENT/TEACHER TEAMS

What affirmation is offered at the district level?

What further training is available?

How will the teams make themselves known in their schools?

- -- Follow-up with the principals and the teams
- -- Congratulatory letters for principals and the team members
- -- Feedback request concerning further training
- -- Team announcements
- -- Local schools' parent surveys

USER'S GUIDE PAGE

POST-TRAINING MEMORANDUM

1. PURPOSE: After the training was completed and the data compiled, this memorandum let everyone know where we stood.

2. DISTRIBUTION: This memo was sent by courier and by mail.

3. USE: It was an outreach to acknowledge the teams and to seek feedback. Requests for materials were reviewed and appropriate selections were ordered to support the in-school projects.

4. ALTERNATIVES: Individual schools were also visited. Personal contact was made with some of the principals. A brief post-training presentation was given at a countywide elementary principals' meeting.

5. TIPS: Keep in touch with your people. Let them know about any current events or issues. Ask for an update on their status. Be available for parent and/or teacher meetings. Order materials that are interesting and helpful to parents and teachers. Seek out materials that are hands-on and how-to.

POST-TRAINING MEMORANDUM

MEMORANDUM

TO: Principals and Parent/Teacher Team Members

FROM: (NAME), Home/School Information Specialist

DATE: (DATE)

PROJECT UPDATE

The (COUNTY NAME) School System has a Parent/Teacher team in nearly every school. This team is available to work with the school and the home to aid in the most helpful education for exceptional students. These teams participated in a (TYPE) workshop to become knowledgeable in the areas of community serivces, PL 94-142, legislation, E.S.E. programs countywide, Parent/Teacher Responsibilities and Rights, Child Advocacy, and other concerns relative to exceptional education services.

How are your proposed plans going? Please let us know what your needs are for your individual school. Also, please give us feedback about what you want available to you.

Contact: (CONTACT PERSON NAME)
(NUMBER)

USER'S GUIDE PAGE

SUPERINTENDENT'S LETTER TO PRINCIPALS

1. PURPOSE: This letter from the Superintendent went to all principals. It was attached to a list of all schools and their teams. Those schools without teams had blank spaces where team members' names would have been placed.

2. DISTRIBUTION: This was sent by courier.

3. USE: This was to support the functions of the teams and to make clear which schools participated.

4. ALTERNATIVES: The schools, with their teams, could be published in the local newspaper. The list could also be posted in each school and/or published in a countywide parent newsletter.

5. TIPS: Get recognition for your project. Seek support for the implementation of the school plans. Ask for acknowledgement of your participants.

   The team members need district level support for greater impact.

SUPERINTENDENT'S LETTER TO PRINCIPALS

(DATE)

(NAME)
(ADDRESS)
(CITY, STATE, ZIP)

Dear (NAME) :

Thank you for recognizing the need for improved relationships between home and school and the need for more positive communications. I appreciate your willingness to recruit parents and for allowing teachers to serve on the Parent/Teacher Resource Team.

The teams are now ready and their service is available. Although the teams are designed for Exceptional Education, they could be utilized in other areas or wherever their service is needed.

We have had a very positive response to this program and I feel it is just the beginning of a very exciting project. Attached, please find a list of the schools and their designated representatives.

Thank you for your support and your willingness to explore innovative ways of meeting the needs of all of our students.

Sincerely,

(SIGNATURE)
SUPERINTENDENT

(Reference Initials)
Attachment

USER'S GUIDE PAGE

SUPERINTENDENT'S LETTER TO TEAM MEMBERS

1. PURPOSE: This letter was one of support and appreciation to the team members from the Superintendent.

2. DISTRIBUTION: These were sent by courier and by mail.

3. USE: This was a letter of support, recognition, and appreciation.

4. ALTERNATIVES: A pre-printed certificate format could have been used. The business letter on school board letterhead was more professional.

5. TIPS: This also can be used as an introductory letter a team member can have in hand when entering new situations.

   Some parents may want to offer support outside the school setting. Parent breakfast meetings are a simple and effective way to share ideas and peer concern.

SUPERINTENDENT'S LETTER TO TEAM MEMBERS

(DATE)

(PARENT NAME)
(ADDRESS)
(CITY, STATE, ZIP)

Dear (FIRST NAME) :

Congratulations on being selected as a member of the Parent/Teacher Resource team for (NAME OF) school. I thank you for your interest, concern, and I appreciate you giving of your time to this very worthy project. We are off to a good start and I anticipate this to be just the beginning of a very exciting project.

As you know, learning cannot be confined to the classroom; therefore, it is extremely important that we involve parents in the educational process and the Parent/Teacher Resource team is a very positive step in that direction.

I offer my support and thank you for your generous assistance and your willingness to explore innovative ways of meeting the needs of all of our students.

Sincerely,

(SIGNATURE)
SUPERINTENDENT

(Reference Initials)

USER'S GUIDE PAGE

MEMORANDUM - FINAL MEETING

1. PURPOSE: The final meeting of the teams was designed in response to the replies to this letter.

2. DISTRIBUTION: These were sent by courier and by mail.

3. USE: This was another follow-up and feedback opportunity. An all day meeting was set up. For one half of the day there was a guest speaker on communication. The second half of the day was a question and answer session with the Superintendent.

4. ALTERNATIVES: The teams could have met in smaller groups by sections of the district. Setting a meeting date and time without input would not have been in keeping with the tone of the project.

5. TIPS: Continue to provide follow-up opportunities to meet and share. Include new people who have been drawn into the project.

   There had been workshops on discipline and on stress management between the team training days and the end of the year final meeting. These were very well attended.

MEMORANDUM - FINAL MEETING

TO: Home/School Information Teams
FROM: (NAME), Home/School Information Specialist
DATE: (DATE)

The year is winding down and there are only a few weeks left in what has been a busy and productive year. We know that you have a packed schedule, so we want your ideas.

		YES	NO
1.	Do you want to meet again as a total group? ________________________________	___	___
2.	If YES, do you want:		
	a) an all day meeting	___	___
	b) a half day meeting	___	___
	c) an evening meeting	___	___
3.	If YES, do you want:		
	a) a guest speaker and set topic	___	___
	b) just a chance to talk to each other and compare notes	___	___
	c) an opportunity to exchange questions/ ideas with the Superintendent (NAME)	___	___

Please call or write and let us know your wishes. Let us know also, if you have any ideas about meeting together.

We have ordered many interesting books, pamphlets, kits, tapes, etc., many are for our central library. Let us know if there is a certain topic you want to be sure we have covered in our selections.

How are you coming with your plans and projects.

Thank you again for all your interest and energy.

USER'S GUIDE PAGE

SAMPLE ANNOUNCEMENTS AND NEEDS SURVEY

1. PURPOSE: These announcements and needs surveys spread the word in the schools about the projects.

2. DISTRIBUTION: These were in school newsletters and/or sent out individually to Exceptional Student Education parents.

3. USE: These were for public awareness and to get feedback for implementing the local school plans.

4. ALTERNATIVES: An open ended request for feedback could have been made. Posted announcements would have reached fewer parents.

5. TIPS: Let the teams design their own announcements and needs surveys. Supply samples and materials, but let them be responsible for their own creative efforts. Give feedback if you see a potential communication problem developing.

SAMPLE ANNOUNCEMENTS AND NEEDS SURVEYS

ANNOUNCING
THE TEAM HAS ARRIVED

"THE TEAM" is a new addition to (SCHOOL NAME) to serve you. "THE TEAM" is a parent - (PARENT NAME), and a teacher - (TEACHER NAME). We are "THE TEAM", and would like to tell you what we're all about.

We have attended three days of workshops to learn how we can be of more value to you. We are basically here to serve the needs of students, parents, and teachers dealing with Exceptional Student Education, (E.S.E.). However, we also want to educate everyone not involved as to what E.S.E. is all about.

Most importantly though, we are here to help you. If you have any questions or problems concerning education and the children, feel free to call on us. If we don't have the answer, we'll find it for you or direct you to the person who can best help you.

If you have a book, an article, or an activity or a game that might be interesting or helpful regarding exceptional students, let us know please! We want to put together materials to be available to all of you - Parents and Teachers alike.

To contact us, just call (SCHOOL NAME AND NUMBER) and ask to speak to either (CONTACT PERSON NAME) or (CONTACT PERSON NAME).

Remember, we are here to serve you!

SAMPLE FROM A SCHOOL NEWSLETTER

ATTENTION PARENTS AND TEACHERS OF EXCEPTIONAL STUDENTS

THE (COUNTY/DISTRICT) SCHOOL SYSTEM HAS A PARENT/TEACHER TEAM IN NEARLY EVERY SCHOOL. THIS TEAM IS AVAILABLE TO WORK WITH THE SCHOOL AND HOME TO AID IN THE MOST HELPFUL EDUCATION FOR EXCEPTIONAL STUDENTS. THESE TEAMS PARTICIPATED IN A THREE DAY WORKSHOP TO BECOME KNOWLEDGEABLE IN THE AREAS OF COMMUNITY SERVICES, PL 94-142, LEGISLATION, E.S.E. PROGRAMS COUNTYWIDE, PARENT/TEACHER RESPONSIBILITIES AND RIGHTS, CHILD ADVOCACY AND OTHER CONCERNS RELATIVE TO EXCEPTIONAL STUDENT EDUCATION SERVICES. IF YOU HAVE QUESTIONS OR CONCERNS, CONTACT YOUR SCHOOL'S TEAM. AT THE COUNTY LEVEL, CONTACT (NAME OF HOME/SCHOOL INFORMATION SPECIALIST AND TELEPHONE NUMBER).

SAMPLE NEEDS ASSESSMENT:

TO: PARENTS OF CHILDREN IN EXCEPTIONAL STUDENT EDUCATION PROGRAMS
RE: SPECIAL EDUCATION QUESTIONNAIRE
(DATE)

In order to serve you and your child's needs better, the teachers of special education programs at (SCHOOL NAME) are planning a very informati parents night. We would appreciate your help, comments, feedback and suggestions in planning this meeting. Please answer annonymously these questions, make any additional comments, and return as soon as possible.

CIRCLE ONE

1. Do you know and understand the program that your child is in? YES NO
2. Do you feel you receive the kind and amount of information that you want from your child's teacher? YES NO
3. Do you feel that you are given adequate opportunity to contribute to your child's educational plan? YES NO
4. Do you have any suggestions for improving parent/teacher communication regarding your child or any suggestions for improving the special educational program that your child is in? YES NO
5. Do you understand the roles of the various professionals (teachers, diagnosticians, resource teachers, guidance, personnel, psychologists, etc...), in your child's education? YES NO
6. Are you hesitant to ask questions of professionals because you do not understand the terminology used? YES NO
7. Are you generally pleased with the special educational services your child receives? YES NO
8. Are you aware that you may visit your child's classroom during the school hours? YES NO
9. Would you like suggestions for activities to do together at home to enhance your child's language and learning? YES NO
10. Do you feel that your child has problems other than those being dealt with at school? YES NO
11. Does your child have regular, daily responsibilities at home? YES NO
12. Do you feel that no one understands the problems you have with your child? YES NO
13. Are you familiar with other services available to your child in the (COUNTY) area? Examples: (LIST EXAMPLES) YES NO

con't.

SAMPLE NEEDS ASSESSMENT con't.

CIRCLE ONE

14. If NO, would you like more information about these services? YES NO

15. Would you be interested in a parent support group which could give parents opportunities to share with others and would answer questions you may have about your child? YES NO

16. Is there any area of Special Education (Gifted, Emotionally Handicapped, Mental Retardation, Specific Learning Disabilities, Language, Hospital/Homebound) that you would like more information about? YES NO

17. The following evenings have been suggested for a parent's discussion night. Please choose the most convenient date.

a) (DATE) ____
b) (DATE) ____
c) (DATE) ____

18. What would you like to discuss at this meeting, or is there any particular area (medical, dental, guidance, psychological, etc...) that would be of interest to you?

____

____.

19. Will you attend the parent night? YES NO

20. If NO, could any of the following be a reason:

____ prior commitments
____ babysitting needs
____ transportation

FURTHER COMMENTS:

____

____

____

____

____

Thank you.

SAMPLE NEEDS ANNOUNCEMENT AND ATTACHED LETTER:

(DATE)

Dear Parent:

The (NAME OF SCHOOL) Home/School Information Project would like your feedback and/or participation. We are a group composed of parents, teachers, guidance counselors and administrators from the School Board who are interested in involving you in the process of educating your special child. The group has just begun meeting this year.

The first step in involving parents is to find out their needs. So, we would like to ask you to fill out the enclosed questionnaire, and to include any comments which you feel would be helpful. Please send it back to school with your child to give to his/her teacher by (DATE). Your response is needed to ensure the success of this information project.

If you have any questions, or would like to participate further, please call (SCHOOL CONTACT PERSON AND TELEPHONE NUMBER), or (COUNTY SCHOOL BOARD HOME/SCHOOL INFORMATION SPECIALIST AND TELEPHONE NUMBER). We welcome your interest and look forward to serving you.

Thank you.

Committee Members:

(LIST OF COMMITTEE MEMBERS)

Enclosure

ENCLOSURE

PARENT QUESTIONNAIRE

YES NO

1. Are you generally pleased with the special education services that your child receives? ___ ___

2. Do you understand as much as you want to know about the program in which your child is enrolled regarding:
   a) entering and dismissal policies ___ ___
   b) grading system/promotion system ___ ___
   c) coordination with regular classes ___ ___
   d) other: ________________ ___ ___

3. Do you feel that you are given adequate opportunity to contribute to your child's Individual Education Program? ___ ___

4. Do you feel that your child has problems that affect his/her school performance other than those being dealt with at school? if YES, please comment: ____________ ___ ___
   ____.

5. Would you be interested in participating in a Parent Support Group which could give parents opportunities to share with others? ___ ___

6. Are you aware that you may observe your child's Exceptional Education class? ___ ___

7. Are you familiar with other services available to your child in the (DISTRICT) area? Examples: Florida Diagnostic and Learning Resources Center, Council for Exceptional Children, etc. ___ ___

8. Do you want to know more about the roles of the various professionals (teachers, diagnosticians, resource teachers, self-contained class teachers, guidance personnel, psychologists, program coordinators, etc.) connected with your child's education? ___ ___

9. Would you be interested in participating in a workshop to meet with these professionals to discuss the specific program in which your child is enrolled? ___ ___

10. Would you be interested in a newsletter for parents? ___ ___

11. Do you have any suggestions for improving parent-teacher communication regarding your child or any suggestions for improving the special education program in which your child is enrolled? ___ ___

12. COMMENTS:
    ____
    ____
    ____
    ____

____
(YOUR NAME - THIS IS OPTIONAL)

PART VI

PROJECT SUMMARY

What were some results of this person-to-person effort?

-- Activities
-- Materials
-- Communication tools
-- Events
-- Community awareness

Many and varied by-products occurred as the project developed. They are listed under their major headings below.

Activities -

a) parent breakfasts for mutual support and sharing

b) parent/teacher information shelves in local schools

c) opportunities for one-to-one dialogue between parents and team members as students enter Exceptional Student Education programs

d) trained parents and teachers serving on various county level advisory committees

e) an available contact/information person at the school level

Materials -

a) a list of key communicators within the schools and the community

b) a central professional/parent resource materials collection

c) an Exceptional Student Education brochure for community distribution

d) the Parent/Teacher Resource Manual (community and national)

e) individually prepared information packets in response to inquiries on specific topics

Communication Tools -

a) an Exceptional Student Education district-wide newsletter

b) lists of agencies and phone numbers

c) various commercially prepared pamphlets covering a wide range of topics

d) directories of subjects of concern to citizens

Events -

a) public meetings covering many high interest areas

b) inservices open to parents and teachers (based on topics requested by the teams)

c) training in handicapped awareness provided for local organizations

Community Awareness -

a) increased private/public school interaction

b) physicians' meetings to share information concerning services for exceptional students

c) increased opportunities for citizen involvement

d) community college services made known to parents in need of further enrichment

e) training offered to local agencies as to services provided by Exceptional Student Education

f) knowledgeable sharing of information by parents and teachers within their communities.

The primary measure of success of this project appears to be that sense of belonging the parents and teachers came to express. They had been a part of creating, nuturing, and sharing an event in which they had a great deal of input and control.

The teams displayed greater and greater confidence as time progressed. They spoke proudly of their achievements and eagerly looked forward to the next phase of their project. There was open sharing of concerns, frustrations, disappointments, and advancements. The major intent of that sharing was to determine roadblocks so as to overcome and move on. Having information, access, and self-determination made this possible.

TEAM PROPOSED PLANS

Parent/Teacher Education - Awareness of program within schools.

Parent/Teacher Meetings - Involvement, communication.

Community Education - Awareness of program, resources.

Resource Groups - Parents/teachers re: problem solving, educational planning, counseling, parent committee, etc.

Library Shelf/Materials - Information available for interested persons.

Inservices - Open for parents, teachers, etc. re: Exceptional Student Education.

Private School/Public School (county level) Communication

Child Interaction - Regular education students with Exceptional Education students.

Parent Committee - All exceptionalities represented to work with E.S.E. teachers and students.

I.E.P. Procedural review - Information questionnaire.

APPENDIX

APPENDIX A

RESULTS OF PARENT SURVEY - 4/81

The Exceptional Student Education Program of (NAME) County and the Council for Exceptional Children would like to ask you some questions. We want to know what you, as a parent, feel you need from us. Special children have special needs. Their families have special needs, too. Remember, help may come from many places besides the schools. Please give us your ideas. (RESPONSES BELOW LISTED IN RANK ORDER.)

	QUESTIONS - RANK ORDER	Yes Responses	Percentage*
1.	Things to do at home to help my child learn more.	237	40%
2.	Ideas about what to do for my child in the summer.	234	40
3.	Ideas about what I need to be sure is on my child's Individual Educational Plan (I.E.P.).	215	37
4.	Someone to tell me about the tests my child has taken.	195	33
5.	Ideas about safe places for my child to go to have fun.	182	31
6.	Ideas about what my child can do for a job after he finishes school.	174	30
7.	Ideas about other places to get help for my child.	166	28
8.	Ideas for me when my child is getting into trouble.	152	26
9.	Ways to help my child with the schoolwork he brings home.	151	26
10.	Ideas on what to say to my child about sex and growing up.	131	22
11.	Ways for brothers and sisters to help the special child.	119	20
12.	Ways to tell my child what makes him different.	117	20
13.	A chance to talk to other parents of special children.	117	20
14.	Ways to get extra help with glasses, clothes, food, braces, teeth, and other things I need for my child.	114	19
15.	Ways to make safe playthings for very little money.	90	15
16.	Names of parent groups I can join.	86	15

con't.

Results of Parent Survey - 4/81 con't.

	QUESTIONS - RANK ORDER	Yes Responses	Percentage*
17.	A chance to talk to someone about family problems.	54	9
18.	Help with getting to meetings.	45	8

NOTE: TOTAL NUMBER OF RETURNED SURVEYS = 593
TOTAL NUMBER OF UNANSWERED SURVEY QUESTIONS 1 - 18 (as above) = - 7
*PERCENTAGES BASED ON TOTAL OF = 586

A SURVEY FOR EVERY ENROLLED STUDENT WAS SENT TO EVERY EXCEPTIONAL STUDENT EDUCATION TEACHER.

PARENT SURVEY REPORT

PARENTS COMMENTS/SUGGESTIONS/REQUESTS *	TOTAL
No comment	376
Happy with programs / see improvements	68
Improved communications between Parent/School/Teacher re: student and school activities	38
County help (new/improved school programs, changes in school procedures)	33
Improved communication between teachers and Exceptional Education students	27
More class work/supplies/challenging activities/room (space), etc.	24
Organization information (ex: clothing and health needs to parent groups, etc.)	22
Student self-help (confidence/belonging)	18
Individual student programs (each child learning and functioning at their own pace - not a set format)	17
Parent/child behavior (information/discipline)	14
Home/summer programs for student/parent involvement	11
Transportation (children to school, parents to meetings)	5
Vocational/college information	5
Questionnaires to parents on a regular basis	4
Parent meetings (parent to parent)	4
Exceptional Education student to regular education student communication (understanding each other)	3
Brother/sister relationships (at home understanding)	2
Teacher self-improvement programs	1
School safety programs	1
Schools closer to home	1

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* NOTE: Parents were invited to write their comments on the survey. Above are a compilation of those writter comments. Some parents had more than one comment/suggestion on the survey.

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RESULTS OF THE NEEDS ASSESSMENT

The Exceptional Student Education Program of (DISTRICT NAME) hopes to plan classes, inservices, nationally known guest speakers, materials and various other opportunities for teachers to receive information and share ideas concerning exceptional students in our schools. Below is listed a range of offerings. Please check any that you particularly would find useful to you.

4 Characteristics of Exceptional Students
2 Early Warning Signs of possible problems
3 List of County E.S.E. Personnel
6 List of supportive services available from the County
1 Classes in an Overview of Exceptional Student Education
9 Lists of suggested adaptations or interventions
6 Who helps the child within the school
2 Staffing procedures and/or policies
2 Who attends the I.E.P.?
3 Conferencing skills
6 Lists of "To Do" activities for regular teachers
5 Dates of conferences or speakers
3 Procedures to change or update the I.E.P.
7 Lists of other agencies -- functions and phone numbers
6 Responsibilities of regular teachers to Exceptional Education students
5 Opportunities to share "success stories" about Exceptional students

SUGGESTIONS:

How to schedule E.S.E. help without cutting into basic instruction.

What to do with the Gifted that won't do classwork.

How do County Office coordinators involve themselves in their field of expertise.

E.S.E. coordinators be given an extensive course in consultations - to include facilitative skills, inservice formulation, etc.

Inservice for everyone - materials: where do they get them, who to get information from (reg. school or County Office) - tighten communication - E.S.E. left out of vital information (who is responsible to tell E.S.E. teachers).

Interaction and sharing information (other schools or districts) most areas repetitive for the average E.S.E.

WISH LIST

1. Parent/teacher meetings within individual schools.
2. Newcomers coffee - making all parents aware of special educations' programs.
3. School brochures with materials and school procedures.
4. Library materials for parents and teachers.
5. Workshops for "coping skills and stress managements", re behavior.
6. Set aside a "Handicapped Day" - learning about handicaps.
7. Resource group for problem kids.
8. More visual presentations.
9. More parent education groups.
10. Positive input to parents.
11. Private and public school interaction/cooperation.
12. Newsletter - county wide.
13. Contact person at each school.
14. High school students available for summer activities for Special Education students.
15. Neighborhood contact parent.
16. List of Doctors and Dentists for handicapped children.
17. New Law information available for teachers and parents.
18. Recreation for handicapped children. (Swimming, etc.).
19. List of day care for handicapped.
20. Mini I.E.P. workshops - what and how parents have input.
21. "Special Education Awareness Day".
22. More interaction with 'normal" children. (E.S.E. students)
23. Alternative education programs (curriculum) on present campuses.
24. Budget breakdowns for funds generated.
25. Parent Questionnaires - surveys to give input.
26. Professional library -- County level.

(Note: This list NOT in priority order.)

HOME/SCHOOL INFORMATION PROJECT

TEACHER SURVEY

RESPONSE

WHAT ARE SOME OF YOUR MOST SERIOUS CONCERNS IN THE AREAS OF:

a) Communicating with parents and other teachers:

- Time
- Understanding each others needs
- Lack of knowledge
- Lack of interest in parent
- Individualizing student's needs
- Respect for each other
- Stimulating parental/community involvement
- Following thru (parents/teachers)
- Scheduling meetings conveniently for all parties
- Cooperation from parents
- Positive communication between teachers and parents
- Where - Place
- Home visitation
- Feedback and/or follow-up
- Parents have to accept that child has a problem
- Parent education re: exceptionality
- Child is "always right"
- Parental responsibility towards education, discipline
- Classroom observation (by teachers and parents)

b) Encouraging parent involvement:

- Low parent to teacher response
- Available time (teachers and parents)
- School to parent communication
- Parents coming to meetings
- Parental responsibility towards childs' education
- Cooperation between parent and teacher
- Effect it has on child (encouragement)
- Stimulation/interest - ways to reach parents
- Caring about child
- Telephone contact schedule
- Parent education re exceptionality
- Teachers responsibility towards childrens education
- Hands on materials for at home
- Parent daily involvement/teachers classroom program/ activities
- Feedback/follow-up by parents
- Parental Resources
- How to reach (encourage) the "Turned-Off" Parent
- Parents overcompensate for childs' handicap
- Understandable forms/notes to parents
- Parental involvement decreases after elementary school
- Parental "home" involvement with student

c) Finding needed materials or help from other agencies:

Handbooks
Funds limited to supply resource materials
Organizing school materials available
Travel factor (to resources)
Agency/organization involvement
What is available and how to locate parent/teacher information
Utilizing resources
Feedback - could use better from agencies
Hot Lines - Law enforcement information
More media aid as to what is available
Career Education materials
Parent follow up/follow thru with recommended resources
Immediate help for obvious handicaps in young children
Resource contact person
Seminole County Branch FDLRS office
Help in mainstreaming
*Need Central Information Source

d) Mainstreaming exceptional students:

Individualizing - meeting childs' needs
Age factors in mainstreaming
Time / process takes to long
Student ability to keep up
Regular student education re: handicaps (acceptance and attitudes)
Stimulation (to create motivation)
Individual time for exceptional student in regular classroom
Adapt teacher expectations of mainstreamed students (often to high)
Eliminate "bad" combinations (behavior problems students grouped in one classroom no good)
"How to Mainstream"
Acceptance (teacher/class/student)
Expanded classes
Some children not able to cope in regular class
Regular class time should not suffer
Help available for mainstreamed students (an adjustment period)
Who makes "mainstreaming" determination
Legalities - what's involved in mainstreaming
Teacher/teacher contact - informational
Overcrowded classes creates teacher resentment of additional mainstreamed children
Language barriers
Acquiring tutor help
Teachers legal responsibilities

Teacher Survey Response con't.

WHAT ELSE DO YOU WANT US TO BE SURE TO COVER IN THE TRAINING:

How to reduce paperwork
Exceptional education teachers and regular teachers evaluate students
Parents / classroom participation
Media assistance - how to utilize it
Dealing with child as well as the parent
knowledge of various exceptionalities
Suitable teaching materials at various reading levels
Special needs: possible emergency situations
Understanding basic problems facing handicapped
Disciplining the exceptional student

DO YOU HAVE ANY QUESTIONS ABOUT:

a) The fulfilling of PL 94-142 (Education for All Children):

Updated information for those not clearly understanding
Reagonomics and its effect on PL 94-142
More levels of alternative education
PL 94-142 Funding / Federal budget
Expulsions: are they legal
Time period (educational loss to children) awaiting staffing/placement
Communicating the impact of the law

b) Teacher/Parent stress and burn-out:

More information on how to overcome burnout
Teachers could have secretaries
Dealing with parent burnout
how to avoid burnout
More time/to reduce pressure/stress
"Pressure Release" activity
Stress management seminars

c) The various types of exceptionalities (definitions and and differences:

Regular teacher education re handicaps
Definitions of exceptionalities
"Exceptional" accuracy
Defined areas for LD and EH
What exceptionalities will not be mainstreamed

Teacher Survey Response con't.

WHAT TYPES OF MATERIALS DO YOU WANT THE TEAMS TO HAVE AT YOUR SCHOOL FOR YOUR IMMEDIATE USE:

109	a list of support services
89	phone numbers of agencies and services
87	programs for parents and students
85	a list of qualified tutors
73	books and handouts for parents and students
64	community resource guides
64	reading lists - parents and teachers
59	checklists to use for conferences
56	parent/teacher contact at county level
53	parent information on PL 94-142
51	names of county level E.S.E. personnel, duties, etc.
44	District Procedures and Policies
44	curriculums for parent/teacher communication training

WHAT ELSE DO YOU NEED AT YOUR FINGERTIPS? WHAT WOULD MAKE YOUR JOB MORE INTERESTING AND/OR LESS COMPLEX?

More teacher pride in their work
More time with student needs
Building self-confidence in students (both parents and teachers)
Teacher/student ratio at a more workable level
Aides workshops
Community organization involvement
Less paperwork
Full time aides in classroom (knowledgeable in exceptionalities)
Parent education (help to work with children)
Volunteers
Hands-on materials/audio visual materials etc. for teachers
Grade related workbooks (lower levels)
Alternative to mainstreaming for those not prepared
Less surveys
Specific exceptionality materials
Streamlining placement procedures
Resource materials (agencies/organizations/Doctors, etc.)
Communications system
Time for students
Disciplinary procedures for exceptional students
County to county programs to share ideas and materials
Positive parent conferences
Inservices for parents and students
Hands-on materials (for students)
Creative teaching guidelines
Required parental involvement

(DATA COMPILED FROM 144 RETURNED SURVEYS)

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PARENT ASSUMPTIONS ABOUT TEACHERS

1. Teacher has proper training for special education program.
2. Substitutes used in exceptional education have exceptional education training.
3. Teachers have money needed for special equipment.
4. Teacher has class small enough for individual attention.
5. Teacher has familiarized self with child's background before year began.
6. Mainstream teachers have been notified of exceptional child's needs by exceptional education teacher.
7. Mainstream teachers have understanding and compassion for exceptional student's needs and feelings.
8. Exceptional education teacher has support of staff at school level and county level.
9. Exceptional education students are benefiting from all academic and arts areas / when special students are in counseling etc., they miss out on subject areas.
10. Work areas are adequate, safe and clean - that teachers have ability to request and obtain this goal.
11. Teacher can get related services for students' needs.
12. Teachers of exceptional students are exceptional people themselves.
13. Teacher knows how to prepare for life-coping skills and employment.
14. Teachers communicate readily with parents.
15. Teachers have capacity to identify personality conflict and do something about it.
16. Teachers are fair.
17. Teachers recognize their personal problems.
18. Teachers push for earlier testing especially K - 1st.
19. Teachers and schools should make available more information concerning facilities and services available - i.e. summer programs for SLD, EMR.
20. Teachers of regular classes should make available a checklist of possible LD symptoms for parents.
21. Teachers could spend more time teaching if they did not have to spend so much time disciplining.
22. Teachers develop the potential of every student in the classroom.
23. Teacher feels okay about herself and about her children.
24. Teachers recognize their own potential and their own liabilities.
25. Teachers don't put themselves in the parents role.
26. Teachers are aware of the personal problems of each child.
27. Teachers willing to meet and work with parents at convenient times for both parent and themselves.
28. Teachers know the latest teaching methods and share them with parents.
29. Teacher will share student problems with parents so they can work together to correct them.
30. Teachers apply the psychology classes they had in college to their students.
31. Teachers realize that it takes both parents and teachers to raise children.
32. Teachers think of the childs' individual needs and ways to improve their learning skills.

33. Teachers teach children to care about themselves.
34. They share their feelings of love, compassion and understanding with the children as well as thier displeasure.
35. Teachers are flexible, have individual plans for each child.
36. Teachers are aware of emotional needs of each child.
37. Teachers really care about what a child learns.

TEACHER RESPONSE

1. Teachers can provide a comparison chart for counties to show parents what is available in both public and private schools.
2. County needs to provide a parent packet explaining terminology, defining programs.
3. Community services available for special education for regular school year and summer school made available to parents.
4. Teachers could contact parents about positive progress.
5. Prep training twice a year concerning how to write an I.E.P. open to all parents but particularly for parents of children awaiting placement.
6. Make available a list of all services available for counseling, guidance, free therapy, programs for fmailies etc. (Community Resources - School Resources).
7. Inform parents that a LD checklist is available through Guidance Counselor.
8. Inform parents of PREP - early identification of children's needs.
9. Parents are responsible for maintaining good emotional climate and positive attitudes towards school.
10. Teachers' primary job is to educate.
11. Introduce parents, during orientation, to the special education contact person, who can explain special programs the school has.
12. Inservice for ALL teachers at the beginning of each school year to explain the various special education programs and establish a liason.
13. Distribution of information re: special education programs in written form to all parents.
14. Parenting groups should be available in every school.
15. County wide newsletter to meet needs concerning: organizations, general information and workshops to go to parents via mail.
16. Evening meetings for parents and school personnel.
17. Feeder schools could provide evening workshops with teachers/parents.
18. Teaching of various theories of home survival systems.
19. Parent problem sharing.
20. ACLD - Good, but not FREE, so unavailable to some people.
21. Trained substitute special education teachers.
22. Teachers have no input into class size and funding.
23. Teachers should understand and approach on a child's level, but not think on a child's level.
24. SLD screening should be handled by professionals - behaviros can sometimes be misleading.
25. There is not enough time to schedule children into special classes without missing something in the regular class.

TEACHERS ASSUMPTIONS ABOUT PARENTS

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1. Parents are uninformed about their children's special problems.
2. Parents feel that teachers alone can solve their children's problems.
3. Parents think that all teachers use the same teaching methods.
4. Parents believe that their child is being discriminated against because of his/her problem.
5. Parents believe in a magic cure.
6. Parents often feel alone in their problems.
7. Parents are defensive about their child's problems.
8. Parents don't follow up on teacher suggestions.
9. Parents often do not feel that communication with the school is necessary.
10. Some parents seemingly don't care.
11. Parents have their own problems beside this particular child.
12. Parents are the most important thing in a childs' life.
13. Parents supply basic needs of their children, i.e. breakfast, pencils, paper, money, etc.
14. Parents want what is best for their child.
15. Parents will make themselves available for conferences.
16. Parents don't understand all about test results and special ed programs.
17. All parents don't follow through on responsibilities to school work, specialized program, activities, homework, etc.
18. Parents check homework.
19. Parenst respond to notes sent home.
20. Parents encourage positive attitudes toward school and teachers.
21. Parents keep children home when they are sick.
22. Parents think teachers know what is best for their children.
23. Parents assume teachers are good disciplinarians - expect them to take on that role.
24. Some parents think school should take over responsibilities that should be covered in the home, i.e., sex education, drugs, discipline, health and hygiene.
25. Parents assume all teachers are qualified in their area and in all areas of education.
26. Some parents are reluctant to become involved.
27. Some parents feel guilty and attempt to overcome it enough to deal with problems.
28. Some parents are weak in necessary skills to do "good parenting".
29. Parents are as indiviudal as each student.
30. Parents are aware of and follow: medical needs, nutritional needs, emotional needs, hygiene, sleep needs, and balance work-play schedule of child.
31. Parents have an interest in their child socially, and academically.
32. Parents treat their children as individuals (sibling comparison expectations).
33. Parents respect teacher judgment and integrity.
34. Parents understand and listen to child's educational - behavioral assessment and needs.
35. Parents work at home with child on basic living skills.
36. Parents don't have realistic expectations.

PARENT RESPONSE

1. Joint effort in educating each other to an understanding of the childs problem.
2. Joint effort in sharing the responsibilities of the childs achievements.
3. More group meetings between teachers and parents of exceptional children, to help identify with others who have similar problems so no one feels alone and we share the responsibility in a positive manner.
4. Support teachers with problems only the system can handle.
5. Parent group put more information in newspaper regarding exceptionalities.
6. Parents be given a section of school paper for informing regular students about exceptionalities.
7. Parent to sign and date/return to school notes everyday to establish responsibilities in students.
8. Parent to put pressure on principal to have open house with parents and teachers regarding their procedures.
9. Set aside time to help children with homework.
10. Parent to vote on annual report for a teacher "Outstanding Teacher of the Year" (in exceptional student education).
11. Parents to lobby for principals to use allocated money in exceptional programs.
12. Parents should plan for 45 minute I.E.P. meeting.
13. More educational programs for parents - i.e. all parents of gifted in a school having meetings "what to expect..", or "how to help.."
14. Parent pressure on School Board to enforce limits on class size and providing proper environment and materials.
15. P.T.A. programs on Special Education.
16. Make notes going home brief - interesting - let children know the notes are important.
17. More programs for classroom teachers on special education.
18. More communication.
19. Pay attention to responsibility (child is taught this by parents).
20. Everything you do or don't do will have some feedback or repercussion.
21. Have positive mental attitude.
22. Response from school/teacher from parents' notes.
23. Parents are not always available at teachers convenience.
24. Let responsibility for materials and homework fall on child, not parent. The child owns the problem of being responsible in this area, not the parent.
25. The right to disagree with a teacher's judgment and integrity.
26. Give concerned parents credit for being concerned about their childs needs.
27. Sometimes teachers do discriminate against children with special problems.
28. Not feeling negative towards all parents because they have had poor experiences with some parents.

PARENT NEEDS

1. Need to know that my child is getting the best education available.
2. To be kept informed of my child's program.

Parent Needs con't.

3. What is available for my child's special needs.
4. Community education concerning all exceptionalities.
5. Explanation of terminology (for new parents involved in programs).
6. Regular education teachers to be more cooperative with special education teachers.
7. Teachers be more open and available for parent conferences.
8. Special education programs to be explained to regular students.
9. Counseling for special education families.
10. Better transportation for Special Education students.
11. Mental health resources for family problems.
12. Broad based P.T.A. for all schools.
13. Meetings scheduled in evenings so more parents can attend.
14. Hot Line for children in trouble - (drugs, personal problems, special education, financial) - as well as Hot Line for parents.
15. Schools to be aware of government programs / help for those who need it.
16. Better reading programs.
17. Less emphasis on grades, less competition with peers, more emphasis on working at and developing on own level.
18. Less financial demands on parents for unnecessary projects.
19. Every child should be exposed and entitled to the programs for gifted children, i.e. field trips, transportation, etc.
20. More special incentives for children.
21. Behavior modification projects to change childrens feelings about school and self.
22. Help identifying problems, early in life.
23. Community (National) Resources Guide - What is available.
24. Education on how to use these resources.
25. Support groups or contact support person.
26. Once a problem is recognized, where does a parent go from there?
27. Competent resource people.
28. Teachers to be aware that caring parents really are authorities on their children.
29. County should disseminate all exceptional education information.
30. Better communication between all school officials and teachers.
31. Parent education -- training on "how to work with your child's problems."
32. Better understanding by mainstream teachers about exceptional students.
33. Better understanding of testing procedures and test results.
34. Specific information from teacher regarding capabilities of each child so parent can help at home.
35. Continuity of teachers - keep special education teacher with student for more than one year.
36. Qualified teachers in exceptional education programs.
37. Teachers be discreet about parent calls - not necessarily involve student.
38. Effective training for parents so they can help plan (provide input) I.E.P.'s.
39. Smooth transitions for transfers of diagnosed students.
40. Informed bus drivers - trained in characteristics of exceptional students (also informed drivers aides).
41. Parent/teacher interaction - regular communications schedules.
42. Teachers to listen to students..take extra time to understand.

Parent Needs con't.

43. Peer tutors in regular classrooms.
44. Alternative Education credits available for students.
45. Teachers to recognize that there is a difference.
46. School work to be pertinent to everyday life. Why is school important.
47. Teachers to make children feel they are important/worthwhile, no matter what.
48. Exceptional student/regular student interaction, become involved.
49. Awareness of how "regular" education parents feel about mainstreaming of "exceptional" students.
50. How to work with child at home without confusing child.
51. For physically disabled child - is school going to be ready for my child?
52. How to get other parents involved.
53. What is the child expected to learn? What LIFE skills will the child learn?
54. Program definitions.
55. Teacher teaching parent to implement school methods and procedures.

TEACHER NEEDS

1. We really need fewer children per class to individualize classes and meet emotional needs of each child.
2. Teachers need to be free from teaching time to meet with parents. make home visits and individualize instruction.
3. Teacher and school system shouldn't assume parental roles.
4. If exceptional teachers didn't care, they wouldn't teach special education.
5. Testing procedures should be reviewed by county office (with teacher/parent recommendations carrying more weight).
6. We try, but we only have the kids for 6 (in some cases, 1) hours a day.
7. Need for sex education in our schools.
8. Parents need to be aware of the fact that we do not teach sex education in the schools.
9. We should put some programs together to help the parent teach the child.
10. Include parents and children in a program to talk about sex for those who don't feel comfortable talking to their children.
11. Need to "sell" program (H/SIS) - (Home/School Information Services)
12. Cooperation and commitment by administration to the program (H/SIS)
13. Telephone committee.
14. Prior weekly notices signed and returned by parents. (Notices of programs and activities, meetings, etc.).
15. Ways to get parents to respond when notes are sent home.
16. Support and concern from parents.
17. Student responsibility. Often notes are bad news/child doesn't want to be an instrument of his own pain.
18. Parent indication to child "respect" for the school and procedures.
19. Enrichment for "ordinary" children - so they feel special too.
20. Children need to feel excited about going to school - broadened by the experience.

Teacher Needs con't.

21. More time. Doing for special students takes all the time.
22. More interchange/interaction between "regular" and "exceptional" students.
23. Improve self-esteem of handicapped children.
24. Summer school for SLD resource to maintain ground gained and to advance - mainstreamed.
25. Play time - creative teaching.
26. Qualified teachers for SLD.
27. Housing for special education students.
28. Continuity of programs and materials.
29. Stable environment.
30. Less discrimination (in all areas) against special education teachers and students.
31. Teacher needs to be able to tell parent that child has/may have problem without parent fear child is permanently labeled. (Resentment)
32. Make testing available to private school students.
33. Liason person needed between private school and public school special education.
34. Identify private resources available to private school parents.
35. Materials.
36. I.E.P. conference training.
37. Principal conferences to inform administrators about all E.S.E.
38. Set of approved texts.
39. County names and numbers for teachers.
40. Need list of where programs are available / at which schools in the county.
41. Need list of community organizations and state organizations that follow through for special education areas.
42. Need workshops for parents and teachers (jointly) educational.
43. Teachers need more time to share positive ideas.
44. Change and make more relevant the I.E.P. for each child.
45. More active staffing committee.
46. Use of form for parent and student input.
47. I.E.P. form changed to allow more space for recommendations.
48. Support emotionally and professionally from administrators (county level), school peers, special education peers, and coordinators.
49. Relevant in-services (MORE).
50. Adequate money for program implementation.
51. Job security.
52. More exact expectations for teaching goals.
53. More experimental programs.
54. Special education for mainstream teachers.
55. Community Resource Guide. (General information)
56. Student/teacher ratio at workable level.
57. Students needs met before systems needs.
58. More teacher input on testing results; appropriate academic staffings.
59. More feedback from feeder schools and other elementary schools.
60. Coordination of a home and school program.
61. Parents to supply complete background and keep teacher informed about any special event or happening.
62. Communications between teacher and parent, i.e. questions about testing methods, programs, and materials.

Teacher Needs con't.

63. Parents to become more involved in meetings, programs re special education etc.
64. Qualified aids, volunteers to assist teachers.
65. Faster processing of student referrals by county office (psychological services).
66. Early identification of SLD guidelines.
67. Competent people in decision making positions.
68. More time for I.E.P. preparation.
69. Space for working with children.
70. Some type of petty cash resource to be used at teacher's discretion for class.
71. More teacher input into special education placement.
72. Planning time for teachers to promote creative teaching.
73. Less paperwork.
74. Parent awareness of thier role in child's problem...cooperation in following through with mutually agreed upon program.

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APPENDIX B

PUBLIC EDUCATION / PUBLIC RELATIONS

Public relations play a vital role in education and, particularly, in Exceptional Student Education. The implementation of Public Law 94-142 brings this into clear focus. Never before has there been a greater need for adults to be able to confer about children (KROTH, 1978). Parents, teachers, administrators, public agencies, and the student themselves are called upon to work together. This planning is the foundation for service to any individual determined to be an "exceptional student." Geiser (1979) sees that this process often puts the involved parties in adversarial roles.

Keep in mind that any time a parent is told that thier child is different, you may be dealing with an explosive situation. An informed public that is aware of the types of programs, their nature, and whom they serve, is less likely to over-react when a single individual must confront his/her child's unique struggle to learn. In this context, a public relations parent and educator information program is preventative in nature. The federally mandated emphasis on the location of and the giving of services to special children has brought great pressure upon the public schools to be open and disclosing about all aspects of education.

Not only do parents need information, but also do administrators and other teachers. The languages of various exceptionalities are unique unto each area. Interdisciplinary team communication (Thorsheim, 1979) is necessary for optimum levels of effort on behalf of the students. This highlights the need for public relations within the system. There are vast pools of misunderstanding among educators. The issue often seems to be the "ignorance" of the public, but tremendous difficulties arise as the implementation of PL 94-142 looms over the heads of all teachers and administrators. This is unfortunate. PL 94-142 is a vital step in claiming the full potential of all students. A precise public relations effort, and time, can bring about a revolution in education for all citizens.

Working with parents and with each other is one of the most important and significant activities in which educators can be involved. The more there is a shared understanding of techniques and procedures, the greater ability of all to be active in the educational process. Public relations is the key to this pooling of information.

A central person/facilitator in this ongoing program may be the exceptional education teacher. Providing training in conferencing skills is vital for this individual. The administrative attitude, relative to parent involvement, often determines how adequately teachers are trained to work with parents. That same tone would effect the conditions that are present when parents and school officials gather. Traditionally, parent conferences have only occurred when there were problems. Teachers, parents and administrators tend to see these meetings as a sharing of "bad news." A new awareness can be created as the Public Law is implemented. This would be an opportunity to re-work expectations that have been lacking positive elements.

Providing content for school personnel as to the dynamics of families with handicapped children would give a view of life on the other side of the table. Coping mechanisms of families may be misinterpreted by the teacher. Denial, sorrow, projection, hostility are all parts of a family's strengths and weaknesses. Greater teacher understanding defuses a volatile event and establishes trust and cooperation with parents that are under stress as they contend with the relationship of their child with the school.

Again, public relations can address this situation by means of in-service, media, public meetings, school based information programs, and other agency interaction. An open door policy sets a tone of disclosure that treats the public as thinking, discerning citizens in whom trust is placed. Information that is readily available removes the atmosphere of hidden dangers and snares within the exceptional student program. Conveying to parents that education is a team effort and that the team is committed to the welfare of their child breaks the tradition of hostility.

Negative attitudes can be the downfall of any human effort. Public relations contends with the obstacles that sterotypes produce in anyone's thinking. With the advent of the Public Law, all parties are being drawn together to work for unity in education. A strong public relations endeavor can be the backbone of positive special education experiences for children, their parents, their teachers, and the administrators of their schools.

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APPENDIX C

AGENCIES AND ORGANIZATIONS SERVING HANDICAPPED YOUTH

Adult Education Association
of U.S.A.
810 18th Street, N.W.
Washington, D.C. 20006

Alexander Graham Bell
Assoc. for the Deaf, Inc.
3417 Volta Place, N.W.
Washington, D.C. 20007

American Association for
Health, Physical Education,
Recreation and Dance for the
Handicapped
1201 16th Street, N.W.
Washington, D.C. 20005

American Association of Workers
for the Blind
206 N. Washington Street
Alexandria, Virginia 22314

American Cancer Society
219 East 42nd Street
New York, N.Y. 10017

American Coalition of Citizens
with Disabilities
1200 15th Street, N.W.
Suite 201
Washington, D.C. 20005

American Foundation for the
Blind, Inc.
15 West 16th Street
New York, N.Y. 10011

American Occupational Therapy
Foundation, Inc.
6000 Executive Boulevard
Rockville, Maryland 20852

American Personnel and Guidance
Association
1607 New Hampshire Avenue, N.W.
Washington, D.C. 20007

American Printing House for the
Blind
1839 Frankfort Avenue
Louisville, Kentucky 40206

American Speech and Hearing Assoc.
9030 Old Georgetown Road
Washington, D.C. 20014

Association for Children with
Learning Disabilities
5225 Grace Street
Pittsburgh, Pennsylvania 15236

Boy Scouts of America
Jack Richmond, Scouting for the
Handicapped
Boy Scouts of America
Box 61030
Dallas/Ft. Worth Airport, Texas 75261

CEC Information Center on Exceptional
Children
The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

Center for Studies in Vocational
Technical Education
Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

Department of Health, Education
and Welfare
Social and Rehabilitation Service
Rehabilitation Services Administration
Washington, D.C. 20201

Association for Education of Visually
Handicapped
206 N. Washington Street
Alexandria, Virginia 22314

con't.

National Association for Retarded
Citizens
2709 Avenue E, East
Box 6109
Arlington, Texas 76011

National Center on Educational
Media and Materials for the
Handicapped
Ohio State University
220 West 12th Avenue
Columbus, Ohio 43210

National Council for Homemaker-
Home Health Aid Services, Inc.
67 Irving Place
6th Floor
New York, N.Y. 10003

National Easter Society for
Crippled Children and Adults
2023 West Ogden Avenue
Chicago, Illinois 60612

National Education Association
1201 16th Street, N.W.
Washington, D.C. 20006

National Information Center for
the Handicapped
P O Box 1492
Washington, D.C. 20013

National Rehabilitation
Association
1522 K Street, N.W.
Washington, D.C. 20005

President's Committee on Employ-
ment of the Handicapped
Washington, D.C. 20210

United Cerebral Palsy Association
66 East 34th Street
New York, N.Y. 10016

U.S. Department of Labor
Employment and Training
Administration
Room 10225
601 D Street, N.W.
Washington, D.C. 20213

U.S. Government Printing Office: 1981 0 - 344-985

APPENDIX D

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APPENDIX E
JOB DESCRIPTION

TITLE: HOME/SCHOOL INFORMATION SPECIALIST

REPORTS TO: PROGRAM DIRECTOR, EXCEPTIONAL STUDENT EDUCATION

JOB DEFINITION: District wide responsibility to plan and implement activities that will encourage and facilitate active involvement of parents in their child's educational program. Responsible for the development, assessment, and compiling of a training guide for parents and educators. Responsible for training individuals in the usage of that guide.

TYPICAL DUTIES: Coordinate parent-teacher efforts on behalf of exceptional students, parents and teachers.

Coordinate and conduct parent/teacher training sessions.

Assist trained parent/teacher teams to implement and maintain school based action plans.

Plan and conduct programs of interest to parents and teachers for the purpose of making information, training, and opportunities for mutual support available to them.

Facilitate an internal newsletter format for sharing information with all Exceptional Student Education parents and teachers.

Disseminate information to parents and teachers regarding child growth and development, information regarding various exceptionalities, home-based activities, and community services that can be utilized to remediate those exceptionalities.

Be available to parents and teachers in order to discuss the student's growth and development as they pertain to the student in the home as well as in the classroom.

Assist teachers and parents in better understanding individual exceptional students.

Work closely with various programs in reporting current and prospective parental concerns and assist in planning for successful resolutions.

Attend staffing meetings and parent conferences upon the request of the Director of Exceptional Student Education or school personnel.

Maintain community awareness of the ongoing efforts of the Home/School Information Project and various aspects of the Countywide Exceptional Student Education Program.

Be available as liaison for all activities of various agencies as they relate to Exceptional Student Education.

Assist in coordinating Special Project's Grant.

Be available to other counties to share information and/or training evolved through the Home/School Information Project.

Perform other duties as assigned by the Director of Exceptional Student Education.

COMPETENCIES: Able to work with people effectively.

Familiar with community and agencies.

Skill in directing in-service activities.

DESIRABLE BACKGROUND: Teacher certification.

Master's Degree in one or more Exceptional Student Education areas or in Administration and Supervision; demonstrated success in parent education activities.

SALARY:

(continued from inside front cover)

Topical Manuals

___ Volume III-A: Individual Educational Programs, 1980.

___ Volume III-B: Evaluating the Non-English Speaking Handicapped, 1982.

___ Volume III-C: Mediation and Due Process Procedures, 1982.

___ Volume III-D: Maintaining Education Records of Pupils and Adult Students, 1982.

___ Volume III-E: Alternative Communication Systems for Non-Vocal Students, 1982.

___ Volume III-F: Electronic Communication Devices for Visually Impaired Students, 1982.

___ Volume III-G: Alternative Delivery Systems for Homebound/Hospitalized Students, 1982.

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___ Volume IV-B: A Training Manual for Teachers of the Homebound/Hospitalized Student, 1980.

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Curriculum Planning Resources

___ Volume V-A: Curriculum Planning Resource Manual for Developmental Skills and Communication Skills; Hearing Impaired: Deaf and Hard of Hearing, 1977.

___ Volume V-B: MODELL: Music or Drama to Enhance Language Learning, 1982.

___ Volume V-C: Affective Curriculum for Secondary Emotionally Handicapped Students, 1983.

___ Volume V-D: Techniques of Precision Teaching,
Part 1: Training Manual, 1983.
Part 2: Math Basic Skills Curriculum, 1983.
Part 3: Reading Basic Skills Curriculum, 1983.